



MOVING FORWARD

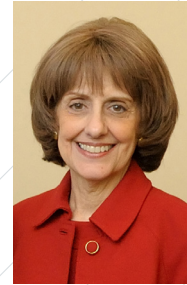
AHS YEAR IN REVIEW 2014



“ We are what we repeatedly do.
Excellence, therefore,
is not an act but habit. ”
– Aristotle



A MESSAGE FROM THE DEAN



As I reviewed this issue of *Moving Forward*, I was struck by several themes that seem to tie many of the stories together. The first is how life sometimes presents opportunities that, with effort and diligence, lead us along paths we hadn't imagined taking.

Dr. Karen Iler Kirk, the head of our Department of Speech and Hearing Science and the fourth Shahid and Ann Carlson Khan Professor in the College of Applied Health Sciences, began her professional career as a school speech-language pathologist. A fateful decision to join a research institute and a lot of hard work led her on a path to becoming one of the pioneering scholars in pediatric cochlear implantation.

Dr. John Greenleaf, our 2014 Distinguished Alumni Award recipient, left Illinois with a bachelor's degree in kinesiology, fully intending to pursue a career as a physical fitness educator. His decision to pursue an opportunity that presented itself and his dedicated effort led him to a career as a pioneering research scientist with NASA.

Dr. Brad Hedrick couldn't have known when he came to the College of Applied Health Sciences as a graduate student that it would lead to a longtime association with our Division of Disability Resources and Educational Services, as a graduate assistant, coach, and eventually its director. Thirty-seven years later, we celebrated his many achievements upon his retirement.

Another theme that ties these stories together is how curiosity and the desire for answers can lead to outstanding discoveries. Throughout the various units of the College, our scholars are making important contributions to the advancement of knowledge and the development of techniques, products, and services that improve health and well-being. Examples include increasing our understanding of how stem cells work, how physical activity affects our brains, how disability impacts nutrition, and so much more.

An overarching theme of all of the stories you will read in this issue is service. Everyone in the college is involved in serving others through the scholarship we do, the volunteer and internship experiences of our students, and the outreach efforts of our faculty and staff.

An example of this service commitment is the Chez Family Foundation Center for Wounded Veterans in Higher Education. Opening for the Fall 2015 semester, the center will serve as a national resource that will provide support services for veterans of recent conflicts who have sustained the most grievous injuries. We are proud to be a part of preparing these most-deserving veterans for their next rewarding career as they pursue any of the University of Illinois' world-class degree programs. With this effort we have come full circle to where our Division of Disability Resources and Educational Services began in 1948, when Illinois opened the only higher education support service for WWII veterans with disabilities in the nation. We have had a sustained record of leadership in disability ever since.

I hope you will enjoy reading the magazine and that you will stop by and say hello whenever you are on campus.

Sincerely,
Tanya Gallagher
Dean, College of Applied Health Sciences



THE CHEZ FAMILY FOUNDATION

CENTER FOR
WOUNDED VETERANS
IN HIGHER EDUCATION



“This facility and its programs and services will be so important to many who bravely served our country,” AHS Dean Tanya Gallagher said. “I’ve asked Kyle Kostelecky (KK), the director of the center, and student veteran Eric Swenson (ES) to respond to some of the most often asked questions about the center.”



Tanya Gallagher
Dean, College of
Applied Health Sciences

REMARKABLE PROGRESS IS BEING MADE ON THE CHEZ FAMILY FOUNDATION CENTER FOR WOUNDED VETERANS IN HIGHER EDUCATION. THE BUILDING IS EXPECTED TO BE COMPLETED IN MAY 2015 WITH AN ANTICIPATED OPENING FOR THE FALL SEMESTER.

Q: WHY ARE WE HEARING SO MUCH ABOUT VETERANS IN HIGHER EDUCATION RIGHT NOW? WHAT ARE THE SPECIAL CHALLENGES THAT STUDENT VETERANS FACE WHEN PURSUING A POSTSECONDARY EDUCATION?

KK: With the draw down of our service members from the conflicts overseas, more and more veterans are interested in beginning the next phase in their professional lives. They are interested in taking what they’ve learned in their military training and translating that to their next career. Post-secondary education is their primary conduit for assisting with that next step.

When separating from the military, veterans encounter many transitions in their lives; returning to their communities, families, and readjusting to a way of life they left behind. Once on campus, veterans approach their education in unique ways. As non-traditional learners, many return to school after an extended break and feel under-prepared as students or they attend class while having to balance work and family commitments. Fitting-in and feeling as part of a community is also important as many veterans mention a loss of camaraderie when leaving the service. For those who were injured or wounded, there is the added challenge of having to learn to manage their disability. All of these factors impact how they adjust to a campus environment and subsequently require a high level of individualized support.

“I knew finding success as a university student after years away from the classroom would be challenging, but I wasn’t prepared for the additional obstacles of accessing my disability and GI Bill benefits, relocating my family, and integrating into campus life. Veterans like me will find the help they need to succeed in the dedicated staff of the Chez Family Foundation Center for Wounded Veterans in Higher Education.”

-Eric Swenson



ABOUT KYLE KOSTELECKY

Dr. Kyle Kostelecky has joined the College of Applied Health Sciences as the inaugural director for the Chez Family Foundation Center for Wounded Veterans in Higher Education. He has worked to improve the lives of families for nearly 35 years. His efforts have focused on military families, intergenerational relationships, life span development, long-term marital relationships, and adolescent development.

Dr. Kostelecky was the first national project leader for the Department of Defense and Department of Agriculture Extension's Military Families Learning Network. He has also held faculty positions at Iowa State University, where he was responsible for intergenerational programming and education; the University of Wyoming, where he led the professional child development program; the University of Northern Iowa, where he developed and directed the undergraduate gerontology major; and the University of Arizona South Sierra Vista, where he coordinated the family studies program.

A Certified Family Life Educator with the National Council on Family Relations, Dr. Kostelecky served on a U.S. Navy aircraft carrier as a member of the Chaplain Corps. He later provided medical support for a U.S. Army tank battalion as a Medical Service Corps Officer.



ABOUT ERIC SWENSON

A native of Princeton, IL, Eric Swenson reported to Ft. Leonard Wood, MO, as an enlisted soldier shortly after graduating from Princeton High School in 2005. After nine weeks of basic training, Eric reported to Ft. Huachuca, AZ, where he trained and received certification as an Army Intelligence Analyst.

In October 2006, Eric deployed with his unit to Ramadi, Iraq, as an intelligence analyst specializing in identifying emerging trends in enemy behavior and communicating these to the battlefield. Following deployment, Eric returned with his unit to Colorado where he took over as the Intelligence Staff Section Leader. He was honorably discharged from the Army in 2009.

In 2013, Eric began a master's program at the University of Illinois in Natural Resources and Environmental Sciences. During this time, he contributed as a research assistant to 17 ecological studies and served as a student advisor in the formative stages of the Chez Family Foundation Center for Wounded Veterans in Higher Education. Eric is expected to graduate in May 2015.

Q: EXPLAIN WHAT IT WAS LIKE TO TRANSITION FROM THE MILITARY TO THE U OF I AS A VETERAN WITH A DISABILITY.

ES: Transitioning from the military to college is hard for most veterans. I didn't take any college preparatory classes in high school and had not been in a classroom since graduating. I started college after a six-year break. There was a great deal of material I simply didn't remember, and I also had to re-learn how to be a student and how to study.

Another challenge that many veterans encounter is finding a place within the student community. When I first started college, I was chronologically older than most students by a few years, but I also had a wealth of life experience that made me feel much older. I was married, I had a new baby at home, I had a mortgage to pay, and I was accustomed to working in an adult environment with men and women who had proved their maturity and toughness on battlefields. There simply was no common ground, and that cultural isolation really made me feel like I was on this mission alone. Coupled with all this, I was attending school full-time while managing a service-connected disability.

Q: MANY ORGANIZATIONS EXIST TO SUPPORT VETERANS AND VETERANS WITH DISABILITIES. WHAT IS UNIQUE ABOUT THIS CENTER?

KK: The Chez Family Foundation Center for Wounded Veterans in Higher Education is one-of-a-kind in that it combines comprehensive support services within an academic unit—the College of Applied Health Sciences—on a university campus while also offering a residential component for veterans with the most severe service-related physical and psychological disabilities. We house under one roof services related to transition and academics, benefits and outreach, health and life skills, and career and employment, as well as peer mentoring, individual and family counseling, and research.

Q: WHAT MISCONCEPTIONS DO PEOPLE HAVE ABOUT STUDENT VETERANS?

ES: There is an assumption that most veterans have been traumatized and have problems readjusting to civilian life. Although this is true of some veterans, most have endured hardship, persevered, and come out the other end as stronger individuals. As such, veterans don't want pity or handouts; they want people to invest in them and to expand on their strengths.

Q: I DON'T HAVE A DISABILITY, BUT I'M A VETERAN WHO WOULD LIKE TO ATTEND THE U OF I. WILL THE CENTER SUPPORT ME?

KK: Although our primary focus is on student veterans with service-related disabilities, we see the Center as a place where all student veterans can spend time, learn from one another, and support each other as they navigate their college careers. More broadly, we welcome all students and community members to become involved as mentors and volunteers.

Q: YOU'VE SOLD ME ON IT! HOW CAN I HELP SUPPORT THIS GREAT CAUSE?

KK: Great! There are a number of ways to support the Center. You can contact the College of Applied Health Sciences' Advancement Office to offer financial support. You can also donate your time as a mentor or volunteer.

Contact me and I'll get you pointed in the right direction.
kylek@illinois.edu

ADVANCEMENT OFFICE
217.244.6600

GIVE ONLINE
<http://woundedvetcenter.ahs.illinois.edu/MakeAGift.aspx>

FOURTH KHAN PROFESSOR CELEBRATED



"I'VE BEEN PRIVILEGED TO BE A PART OF THIS PIONEERING RESEARCH FIELD AND TO SEE THE CLINICAL IMPLICATIONS OF THIS REVOLUTIONARY TECHNOLOGY (COCHLEAR IMPLANTS), WHICH HAS ALLOWED MANY CHILDREN TO BE FULLY INTEGRATED INTO HEARING COMMUNITIES AND EDUCATED WITH THEIR TYPICALLY HEARING PEERS"

Dr. Karen Iler Kirk

Dr. Karen Iler Kirk, head of the Department of Speech and Hearing Science, was honored as the fourth Shahid and Ann Carlson Khan Professor in Applied Health Sciences during an investiture ceremony in November. The event took place in the Khan Annex of Huff Hall, also endowed by Shahid and Ann Carlson Khan, alumni and longtime supporters of the University of Illinois.

"With this professorship, we are celebrating a more than 30-year record of extraordinary accomplishments nationally and internationally," said Dr. Tanya Gallagher, dean of the College of Applied Health Sciences. "Dr. Kirk is recognized as a leading scholar who's done pioneering work on cochlear implant outcomes in children. This significantly impacted not only research on cochlear implants, but also the lives of countless children who have severe and profound hearing loss."

Dr. Kirk served as the speech language pathologist for the very first pediatric cochlear implant performed by Dr. William House. This transformative technology made it possible for children with profound hearing loss to acquire spoken language. Dr. Kirk began her cochlear implant research documenting speech and language outcomes in children with implants and identifying factors that contributed to success, such as age at implantation. She went on to publish extensively in the areas of speech intelligibility, speech perception, and speech production. Working with her mentor, Indiana University Chancellors' Professor of Psychology and Cognitive Science Dr. David Pisoni, she co-developed the Lexical Neighborhood Test to evaluate the effects of lexical difficulty on spoken word recognition by children with prelingual profound deafness. The test has been used in nearly all FDA pediatric clinical trials of cochlear implant systems in the United States.



“I’ve been privileged to be a part of this pioneering research field and to see the clinical implications of this revolutionary technology, which has allowed many children to be fully integrated into hearing communities and educated with their typically hearing peers,” Dr. Kirk said. She said she will use the funds associated with the professorship to further her work and to foster the scientific development of students interested in translational research.

“My interest in an academic career emerged from interactions with productive scientists via research opportunities, lab meetings, and attendance at scientific conferences,” she said. “It gives me great pleasure to give young people the same opportunities that I had many years ago. We owe that to the future of our discipline, and to the individuals with communication disorders whom we serve.”



(L-R) Chancellor Phyllis Wise, Shahid Khan, Dr. Karen Iler Kirk, Dean Tanya Gallagher, Provost Ilesanmi Adesida



“DR. KIRK IS RECOGNIZED AS A LEADING SCHOLAR WHO’S DONE PIONEERING WORK ON COCHLEAR IMPLANT OUTCOMES IN CHILDREN. THIS SIGNIFICANTLY IMPACTED NOT ONLY RESEARCH ON COCHLEAR IMPLANTS, BUT ALSO THE LIVES OF COUNTLESS CHILDREN WHO HAVE SEVERE AND PROFOUND HEARING LOSS.”

Dr. Tanya Gallagher

NEW FACULTY

IN THE COLLEGE OF APPLIED HEALTH SCIENCES

The College of Applied Health Sciences
welcomed five new professors in Fall 2014.



**MANUEL
HERNANDEZ**

“My current position as Assistant Professor at the College of Applied Health Sciences provided me with an excellent fit for my passion for interdisciplinary research and collaboration. Specifically, the University of Illinois at Urbana-Champaign not only provided a collegial, supportive, and stimulating environment for me to carry out my research and teaching, but also provided a wonderful place to raise a family.”

Dr. Hernandez earned a Ph.D. in biomedical engineering at the University of Michigan in 2012. He was a postdoctoral scholar in the Institute for Neural Computation at the University of California, San Diego, before joining the Department of Kinesiology and Community Health as an assistant professor.

Dr. Hernandez’s research interests include risk factors for injury or disability during the performance of goal-directed movements, speed-accuracy tradeoffs in the control of whole body movements, and the behavioral and neural mechanisms underlying the breakdown of postural control in older adults with and without Parkinson’s disease. His dissertation research focused on the mechanisms underlying downward reaching and picking-up difficulty in older women and the effect of age on speed versus accuracy tradeoffs in the control of whole body movements involving large trunk range of motion. As a postdoctoral scholar, he assessed the effect of Parkinson’s disease and dopaminergic therapy on motor adaptation to grasping tasks, examined the role of deep brain stimulation of the subthalamic nucleus on reaching in patients with Parkinson’s disease, and investigated the neural and behavioral mechanisms underlying postural dysfunction in Parkinson’s disease.

In 2005, Dr. Hernandez received a Ruth L. Kirschstein National Research Service Award from the National Institutes of Health/National Institute on Aging to investigate trunk control biomechanics in older adults.



TONI LIECHTY

“I was particularly drawn to the University of Illinois at Urbana-Champaign because of its strong reputation for research excellence and for the opportunity to work with the outstanding contingent of scholars in the Department of Recreation, Sport and Tourism.”

After completing her Ph.D. in leisure studies at The Pennsylvania State University in 2009, Dr. Liechty joined the Faculty of Kinesiology and Health Studies at the University of Regina in Saskatchewan, Canada. She moved on to Clemson University, where she was an assistant professor in the Department of Parks, Recreation, and Tourism Management until she joined the Department of Recreation, Sport and Tourism as an assistant professor.

Dr. Liechty’s research interests include the relationships between physically active leisure and body image, embodiment, and health and well-being, as well as leisure across the lifespan. With funding from the Social Sciences and Humanities Research Council, she has investigated body image and physical activity among various groups including pregnant women, retirement-age men and women, and female athletes. Her scholarly articles on leisure, body image, and aging have appeared in such leading journals as *Journal of Park and Recreation Administration*, *Leisure Sciences*, *Journal of Leisure Research* and *International Journal of Men’s Health*.

In 2014, Dr. Liechty received the best paper award from the *Journal of Park and Recreation Administration*. She received the prestigious Juran Doctoral Award from the Joseph M. Juran Center for Leadership in Quality at the University of Minnesota in 2007.



CITLALI
LÓPEZ-ORTIZ

“I was looking for a university with first-class human and technology infrastructures in a variety of disciplines: neuroscience, disability studies, dance, applied health sciences, engineering, and computer sciences. The University of Illinois at Urbana-Champaign and the College of Applied Health Sciences offered what I was looking for with a focus on disability and rehabilitation in an open, supportive, and vibrant environment for innovation.”

Before joining the Department of Kinesiology and Community Health as an assistant professor, Dr. López-Ortiz was a research scientist and consultant on dance rehabilitation research in the Rehabilitation Institute of Chicago’s Sensory Motor Performance Program, a member of the faculty of the Joffrey Ballet Academy, an Adjunct Assistant Professor in the Department of Physical Medicine and Rehabilitation at Northwestern University’s Feinberg School of Medicine, and director of First Position Dance and Movement Technology, LLC.

Her area of general research interest is how the brain learns and controls movement using dance movement language. She plans to develop dance applications and interventions for physical rehabilitation and movement training in health and disease. She has conducted research on dance and motor learning for children with cerebral palsy; quantitatively characterized selective motor control, spasticity, and dystonia in cerebral palsy; and investigated the effectiveness of a classical ballet dance class for movement rehabilitation in individuals with Parkinson’s Disease.

After completing a master’s degree in Dance Biomechanics, Dr. López-Ortiz went on to the University of Wisconsin-Madison for a doctoral degree in biomechanics. During her studies, she was the recipient of the Virginia Horne Henry Wisconsin Distinguished Graduate Fellowship, the Vilas Professional Development Award, and two consecutive Marie L. Carns Fellowships. She received institutional and individual National Service Research Awards from the National Institutes of Health during her postdoctoral training. She holds classical ballet teacher certification, Cuban methodology, from the Ballet Academy of Coyoacán, in association with Ballet National de Cuba.

Originality is the essence of true scholarship.
Creativity is the soul of the true scholar.

Nnamdi Azikiwe



NUNO
RIBEIRO

“There are few Research 1 universities that have such an impressive array of faculty members conducting impactful research in areas that interest me. If you are an ambitious scholar and are serious about making a positive impact by answering big societal questions, I can’t think of a better place to work than the University of Illinois at Urbana-Champaign. There are resources here available for young investigators that are very, very difficult to find elsewhere.”

Dr. Ribeiro completed his Ph.D. in recreation, park, and tourism management at The Pennsylvania State University in 2011, with a minor in Cultural Anthropology. He went on to do postdoctoral work in culture and behavior at the Canadian Institute of Health Research and the Indigenous Peoples’ Health Research Centre in Regina, Saskatchewan, and joined the faculty of Clemson University as a research assistant professor in the Department of Parks, Recreation, and Tourism Management. Dr. Ribeiro joined the Department of Recreation, Sport and Tourism at Illinois as an assistant professor.

Dr. Ribeiro’s research addresses the comparative study of youth culture and behavior within tourism and leisure phenomena, with a strong anthropological emphasis. His primary interest is in risky youth behaviors related to alcohol and drug consumption and sexual behavior in hedonistic tourism settings, with parallel interests in the health of First Nations/Native American youth. He has conducted fieldwork among fishermen in Portugal, amateur boxers in central Pennsylvania, students on spring break in Florida, French Canadian minority students, and Cree, Lakota, Nakota, and Dene youth in Saskatchewan. Through his research, Dr. Ribeiro hopes to contribute to a better cultural understanding of young people’s risky behavior in tourism and leisure settings, which in turn will lead to the design, implementation, and evaluation of more successful health interventions and strategies.



**CARENA
VAN RIPER**

“I can think of no better place to pursue my research program than the Department Recreation, Sport and Tourism because of the tremendous opportunities and resources that are available to faculty. The folks in this department are very well-respected and continue to ask cutting edge questions that not only advance theory but also help to connect local communities to their environments.”

Before joining the Department of Recreation, Sport and Tourism as an Assistant Professor, Dr. Van Riper completed her Ph.D. in the Department of Recreation, Park and Tourism Sciences and received a certificate in Applied Biodiversity Sciences from Texas A&M University as part of the National Science Foundation’s Integrative Graduate Education and Research Traineeship (NSF-IGERT) Program. She holds a master’s degree from the University of Vermont and a bachelor’s degree from Arizona State University.

Dr. van Riper conducts conservation psychology research in parks and protected areas. She is particularly interested in processes such as value orientations, attitudes, and norms that shape people’s decisions about engaging in behaviors that potentially impact the environment. While much of her work is interdisciplinary, she draws primarily from psychological theories about behavior change to better understand outdoor recreation and leisure experiences. This research approach helps to increase public involvement in resource management decision-making, resolve conflicts over competing forms of human use, and provide insight on how best to encourage environmental stewardship. Dr. van Riper has researched and been inspired by places such as Channel Islands National Park (CA), the Great Barrier Reef World Heritage Area (Australia), Tambopata National Reserve (Peru), and Acadia National Park (ME).

THE COLLEGE OF APPLIED HEALTH SCIENCES

DISTINGUISHED ALUMNI AWARD

After completing his bachelor's degree in physical education at the University of Illinois, Dr. John Greenleaf enrolled in the physical education master's program at New Mexico Highlands University. He served as director of recreation for the town of Las Vegas, New Mexico, until returning to the University of Illinois to pursue his Ph.D. in physiology. The combination of his interest in human movement research and the biological emphasis of physiology shaped his career.

Dr. Greenleaf joined the NASA Ames Research Center (ARC) in 1963. His earliest work documented the phenomenon of involuntary dehydration. Just two years after joining ARC, he conducted the first NASA-funded study using women as subjects in the belief that women would follow men into space. He also invented a water-electrolyte rehydration beverage to alleviate the effects of dehydration that astronauts experience as a result of spaceflight. Dubbed "AstroAide" by Dr. Greenleaf, the formula was licensed by Wellness Brands, Inc, of Boulder, Colorado, in

2009, and is marketed as "The Right Stuff." In 2013, he received the Federal Laboratory Consortium for Technology Transfer—Far West Region's award for Outstanding Commercialization Success.

Dr. Greenleaf established and directed the Laboratory for Human Environmental Physiology in the Life Sciences Division of ARC and the Human Research Facility. Over his 40-year career, he has published more than 400 research articles, abstracts, books and book chapters, and technical papers.

An Associate Fellow of the American Institute of Aeronautics and Astronautics, Dr. Greenleaf also has received the American Physiology Society's Senior Physiologists Award, the International Cannes and Nestlé Water Institute Prize on Water and Medicine, and the American Physiological Society Section of Environmental and Exercise Physiology Honor Award.

"I was surprised to receive this honor, overwhelmed as a matter of fact, because this is where I began. I can certainly say with all honesty that if I hadn't had the education I received here as an undergraduate, I don't know what I would be doing."

Dr. John Greenleaf
B.S. Physical Education
Department of Kinesiology
and Community Health, 1955



THE DIVISION OF DISABILITY RESOURCES & EDUCATIONAL SERVICES

DELTA SIGMA OMICRON HAROLD SCHARPER AWARD

“When I think of the College of Applied Health Sciences and the Division of Disability Resources and Educational Services, these are organizations that provide individuals with disabilities with the tools to build lives that create important contributions.”

Mark Goldhaber
J.D. Law
College of Law, 1977



Mark Goldhaber completed his undergraduate degree at American University in Washington, DC, majoring in political science. After deciding that he would make a career in politics and government, he enrolled in the University of Illinois College of Law. He moved back to Washington after completing his Juris Doctor degree to work on Capitol Hill for Congressman George O'Brien.

Mr. Goldhaber went on to work for the National Republican Congressional Committee as assistant legal counsel. He was appointed vice president of public affairs for the Federal Home Loan Mortgage Corporation (Freddie Mac) and held a variety of legislative and regulatory positions with the Department of Housing and Urban Development under President Ronald Reagan.

In 1988, Mr. Goldhaber joined GE Mortgage Insurance, where he led efforts to develop and support policies that helped to make the dream of home ownership available to the greatest number of Americans in history. When GE

spun off three divisions into what became Genworth Financial, he was appointed senior vice president of affordable housing and industry relations for U.S. mortgage insurance business. He led the formation of meaningful partnerships that helped expand affordable home ownership opportunities, as well as a broad coalition that successfully fought to provide for tax deductibility of mortgage insurance payments. This action saved American homebuyers millions of dollars, many of them first-time homeowners.

Retiring from Genworth in 2012, Mr. Goldhaber continues to pursue his passion for making the American dream of home ownership both accessible and sustainable to all Americans through his own firm, Goldhaber Policy Services, LLC. He serves on the board of the Center for Responsible Lending, where he works to ensure that lower income Americans have access to loans and to stop predatory lending practices.

AHS FACULTY & STAFF AWARDS

NATIONAL



DR. AMY WOODS NAMED FELLOW OF NATIONAL ACADEMY OF KINESIOLOGY

The National Academy of Kinesiology (NAK) inducted its newest Fellows, 12 U.S. and 3 international scholars, at its 84th annual meeting, held September 11-13, 2014 in Austin, Texas. The NAK honors by election to its membership persons who have directly or indirectly contributed significantly to the study of and/or application of the art and science of human movement and physical activity.

Among the 2014 honorees is Dr. Amy Woods, a Professor in the Department of Kinesiology and Community Health. Dr. Woods' research primarily focuses on understanding and enhancing teacher development, improving physical education teacher effectiveness, and advancing school-based physical activity. She has published extensively in the areas of the physical education and wellness of children and the scholarship of teaching and learning. Dr. Woods is one of the directors of the Pedagogy Qualitative Research Laboratory, which provides undergraduate and graduate students with essential professional research while expanding theoretical understanding of pedagogy, adolescent physical activity, and more. In 2013, Dr. Woods received the University of Illinois Distinguished Teacher/Scholar Award, the premier campus award recognizing scholarly contributions and excellence in the areas of teaching and learning.



DR. MARNI BOPPART NAMED FELLOW OF AMERICAN COLLEGE OF SPORTS MEDICINE

Dr. Marni Boppart of the Department of Kinesiology and Community Health has been named a Fellow of the American College of Sports Medicine (ACSM). The fellowship program recognizes professional achievement and competence in the related disciplines of sports medicine through education, published works, and professional practice, as well as a demonstrated interest in, and/or contributions to the goals of sports medicine. A world-renowned sports medicine organization, ACSM selects only a small percentage of its members as fellows.

Dr. Boppart's research focuses on understanding the molecular and cellular mechanisms responsible for muscle repair and growth post-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. She has been a member of ACSM since 1997.



DR. AARON JOHNSON RECEIVES ASHA AWARD

Dr. Aaron Johnson of the Department of Speech and Hearing Science received a 2014 New Investigator Research Award from the American Speech-Language-Hearing Foundation during the November meeting of the American Speech-Language-Hearing Association in Orlando, Florida. His project is entitled “Laryngeal neuromuscular response to vocal exercise.”

CAMPUS

SHS SCHOLARS RECEIVE PUBLIC ENGAGEMENT GRANT

The University of Illinois at Urbana-Champaign Office of Public Engagement awarded Patty Cetin, a clinical faculty member in the Department of Speech and Hearing Science, doctoral student Mary Kubalanza, and Professor Cynthia Johnson a grant to implement a language-based literacy program with elementary students in the Champaign public school district, beginning in January, 2015. The *Word Transformers* program will offer focused morphological awareness instruction, emphasizing the study of root words, prefixes, and suffixes during the existing after-school program at Garden Hills Elementary School. By connecting literacy experts in the Department of Speech and Hearing Science to the students and teachers in the Champaign community, the program will create opportunities for students in the Speech-Language Pathology Master's Program to gain clinical experiences in a public school setting.

EXCELLENCE IN UNDERGRADUATE TEACHING AWARD

Jeremy Robinett, Doctoral Student, Department of Recreation, Sport and Tourism



COLLEGE



KING JAMES MCCRISTAL SCHOLAR

Dr. Karen Iler Kirk, Shahid and Ann Carlson Khan Professor in Applied Health Sciences, was named the 2014 King James McCristal Scholar, the highest award given by the College of Applied Health Sciences. She presented a longitudinal perspective on cochlear implant outcomes research in the McCristal Lecture at the Fall College Meeting in August.

In more than 30 years that the devices have been used in the United States, cochlear implant technology has improved significantly. In 1981, the year of the first pediatric cochlear implant, the device consisted of a single electrode implanted in the cochlea that sent impulses to the auditory nerve. Over time, the technology evolved into multichannel systems that feed information to different parts of the cochlea which in turn stimulate the auditory nerve. Dr. Kirk's own research has focused on the efficacy of cochlear implants, factors that influence the outcomes of implantation, and ways to better assess candidates for implantation. She co-developed the Lexical Neighborhood Test, an auditory word recognition test that has been used in FDA clinical trials of new implant systems, as well as an audiovisual test of spoken word recognition.



COLLEGE



AHS AWARD FOR ACADEMIC PROFESSIONAL EXCELLENCE

Karen Wold, Learning Disabilities Specialist, Division of Disability Resources and Educational Services



AHS AWARD FOR STAFF EXCELLENCE

Robbin King, Administrative Aide, Dean's Office



PHYLLIS J. HILL FACULTY AWARD FOR EXEMPLARY MENTORING IN THE EDMUND J. JAMES SCHOLAR PROGRAM

Steve Notaro, Lecturer, Department of Kinesiology and Community Health



AHS AWARD FOR EXCELLENCE IN UNDERGRADUATE ADVISING

Cassie Meinert, Advisor, Department of Kinesiology and Community Health



AHS AWARD FOR EXCELLENCE IN GRADUATE AND PROFESSIONAL TEACHING

David Strauser, Professor, Department of Kinesiology and Community Health



AHS AWARD FOR EXCELLENCE IN GUIDING UNDERGRADUATE RESEARCH

Ken Wilund, Associate Professor, Department of Kinesiology and Community Health



AHS AWARD FOR EXCELLENCE IN UNDERGRADUATE TEACHING – PROFESSOR

Jake Sosnoff, Associate Professor, Department of Kinesiology and Community Health



AHS AWARD FOR EXCELLENCE IN UNDERGRADUATE TEACHING – INSTRUCTOR

Gary Crull, Teaching Associate, Department of Kinesiology and Community Health



AHS AWARD FOR EXCELLENCE IN UNDERGRAD TEACHING – TEACHING ASSISTANT

Jeremy Robinett, Doctoral Student, Department of Recreation, Sport and Tourism



DRES NAMED PARALYMPIC TRAINING SITE

The Division of Disability Resources and Educational Services (DRES), the service unit of the College of Applied Health Sciences, received designation as an official U.S. Paralympic Training Site by the United States Olympic Committee in September.

The DRES venues, staff, and resources will provide an elite athlete training environment for current and aspiring Paralympic track & field athletes. The University of Illinois wheelchair program has turned out such outstanding Paralympic athletes as Sharon Hedrick, Jean Driscoll, and Shawn Meredith. At the London 2012 Paralympic Games, athletes from the University of Illinois accounted for 10 of the 28 total U.S. track & field medals won. University of Illinois graduate Tatyana McFadden won three gold medals and one bronze medal, and University of Illinois junior Raymond Martin won four gold medals.

"We are excited about the opportunity to deepen our relationship with the United States Olympic Committee by becoming one of its elite Paralympic training facilities," said Tanya Gallagher, dean of the College of Applied Health Sciences. "Since athletes from our program at Illinois participated in the first Paralympic Games, we have had a sustained commitment to the world-wide recognition and celebration of athletic ability that these games represent."

The wheelchair track & field program at Illinois is led by Adam Bleakney, the USOC 2013 Paralympic National Coach of Year award recipient. There are 22 athletes currently training at the site. Twelve are U.S. Paralympians, six are Paralympic medalists, and four are gold medalists. The 22 athletes collectively hold four world records, three nominations for ESPY awards, and wins in the Boston, London, Chicago, and New York City marathons.

The training site at the University of Illinois measures 2100 square feet and boasts specialized equipment such as roller stations, Nordic ski ergs, and weights, most of which was made possible through the support of sponsor BP, which donated \$160,000 toward the creation of the new training site.

"As a proud partner of the United States Olympic Committee, BP is honored to support the establishment of what we believe will be the top paralympic wheelchair racing training facility in the world," said Corey Correnti, BP's Chicago-based vice president of marketing, sales, and supply. "We're very excited to lend our support to the world-class program at the University of Illinois."

PEOPLE WITH DISABILITIES HAVE POOREST NUTRITION

Diana Yates, University of Illinois News Bureau



A STUDY PUBLISHED BY RUOPENG AN OF THE DEPARTMENT OF KINESIOLOGY AND COMMUNITY HEALTH FINDS THAT MOST U.S. ADULTS FAIL TO MEET RECOMMENDED DAILY LEVELS OF 10 KEY NUTRIENTS, AND THOSE WITH DISABILITIES HAVE EVEN WORSE NUTRITION THAN AVERAGE.

An estimated 10-25 percent of U.S. adults fit into one or more category of disability, from those who have difficulties with daily activities such as dressing, bathing, and eating, to those who cannot use their legs or struggle to accomplish routine tasks, such as money management or household chores.

To determine how these physical or mental difficulties can affect nutrition, researchers analyzed two waves of self-reported food and supplement consumption data from 11,811 adults, more than 4,200 of whom qualified as disabled. The team drew the data from the 2007-2008 and 2009-2010 National Health and Nutrition Examination Surveys, which are conducted by the National Center for Health Statistics.

“We conducted statistical analyses to compare people with and without disabilities in terms of nutrient intake,” said Dr. An, who led the effort. He and his colleagues reported their findings in the *Journal of Human Nutrition and Dietetics*.

“We found that Americans consume much lower amounts of nutrients than are recommended,” Dr. An said. “For example, only 11.3 percent of adults meet the daily recommended intake of fiber. Only 4.7 percent consume recommended amounts of potassium.”

A large majority of U.S. adults also fall short of recommended intakes of vitamin A, C, D, calcium, and iron. They also eat more saturated fat, cholesterol, and sodium than recommended, he said.

The picture for those who are disabled is even more bleak. Disabled American adults were even less likely than those without a disability to meet recommended dietary levels of saturated fat, fiber, vitamin A, C, calcium, and potassium, the researchers report. The only exceptions (for intake of vitamin A, C, and fiber) were among people with the lowest level of disability, whose intakes were comparable to non-disabled adults.

Those with the most severe physical and mental challenges were also the least likely to eat well.

Dr. An said this makes sense if one considers the challenges they must overcome to obtain, prepare, and eat a healthy diet. “Physically, financially, and mentally, they have different barriers to accessing healthy food,” he said. A trip to the grocery store can be a challenge for anyone who uses a cane, walker, or wheelchair. Some disabled adults cannot grasp small items, open cans or jars, or stand at a counter-top to prepare foods. Some have difficulty chewing or digesting certain foods, or may be restricted to a liquid diet. Or they use medications that affect their appetite or ability to taste foods, Dr. An said. “Dietary supplement use moderately improved vitamin C, D, and calcium intakes,” the researchers reported.

“Policymakers and activists for the disabled traditionally have focused on improving transportation options and physical accessibility of buildings, roads, paths, and parking lots,” Dr. An said. “Now it’s time for them to turn their attention to the nutritional challenges that confront people with disabilities.”

RST Creates Youth Sport Initiative



IN THE WAKE OF A HIGHLY SUCCESSFUL TWO-DAY SUMMIT ON YOUTH SPORT, THE DEPARTMENT OF RECREATION, SPORT AND TOURISM DEVELOPED A YOUTH SPORT INITIATIVE TO CONTINUE THE WORK OF THE SUMMIT AND EXTEND ITS IMPACT ON YOUTH SPORT PROGRAMS.

The brainchild of RST and its Office of Recreation and Park Resources, the Illinois Youth Sport Summit was held in September in cooperation with the 2014 Olympic and Paralympic Assembly in Chicago. Leaders from across the state who are responsible for the design and delivery of youth sport programs convened to address the following questions: if physical activity, including participation in sports, has been linked to better health, the development of social skills, and academic achievement, and if research shows that playing sports at a young age fosters a lifestyle that values physical fitness, how do we keep youth involved in sport? Participation rates in youth sports are declining, and an estimated 70% of young participants drop out of sports before reaching high school. Is it time to reconsider the existing structure of youth sport programs? Is it time to examine alternative models, acknowledge successful strategies, and begin redesigning youth sports in this country?

Speakers came from higher education, sport institutes, park districts, sport consultants, and nonprofit sport organizations. They discussed everything from developing collaboration and resourcing challenges to innovative programming strategies and all-inclusive sport opportunities. Dr. Laurence Chalip, head of RST and Brightbill-Sapora Professor, Dr. Christine Green, and Dr. Jon Welty-Peachey represented the University of Illinois, along with Jarrod Scheunemann, Community Services and Education Coordinator for the Office of Recreation and Park Resources, and RST doctoral student Raquel Hutchinson.

Dr. Chalip says summit participants were eager to have the momentum of the meeting carried forward through concrete actions. “We proceeded, therefore, with outcomes from the summit to form working groups,” he said. “We will develop a white paper, and possibly create some workshops.” He added that the Department of Recreation, Sport and Tourism will continue its outstanding research, education, and outreach, but that some of the work will become more intense and focused. “We will be involved in research and development efforts with industry, particularly the sport industry, even more than before, which means more work through our Office of Recreation and Park Resources,” he said. While RST will play a pivotal role in moving the work of the Illinois Youth Sport Summit forward, he said the goal is to make the effort self-sustaining to ensure long-term and ongoing impact.

“We will be involved in research and development efforts with industry, particularly the sport industry, even more than before, which means more work through our Office of Recreation and Park Resources.”

Dr. Laurence Chalip





ORPR FINDS OUT WHAT WORKS FOR PARKS

Sharita Forrest, University of Illinois News Bureau

Illinoisans want more trails, interest in pickleball is on the upswing, and some communities are pulling the plugs on their aging swimming pools, according to a 2014 survey of the organizations and municipalities that operate public recreation facilities in Illinois.

The Office of Recreation and Park Resources at the University of Illinois conducts the survey about every two years for the Illinois Department of Natural Resources' Office of Realty and Environmental Planning. The survey provides IDNR with an inventory of parkland acreage and public recreational facilities throughout the state, and the department uses the data in its planning and consulting activities and in awarding grants.

A total of 359 organizations – including 217 park districts, 131 municipalities, and 11 forest preserve/conservation districts – responded to the survey. Collectively, these organizations oversee more than 7,300 park sites spread over more than 288,000 acres.



“One-third of users expected to spend more than 150 minutes on the trails during their visits, fulfilling the Centers for Disease Control’s weekly exercise recommendation in a single day.”

Jarrold Scheunemann

“We had a really strong participation rate in this study – nearly 70 percent,” said Megan Owens, a graduate assistant with ORPR who participated in the data collection and analysis. “We had agencies from across the state – from very small municipalities to the Chicago Park District – that participated, which we felt resulted in a very representative response.”

Trails of all kinds – including walking/hiking trails, nature/interpretive trails, and multiuse trails – are enormously popular, topping the list of amenities that patrons request most often. Municipalities, recreation departments, and forest preserve districts throughout Illinois currently maintain more than 2,600 miles of trails, and more than 880 additional miles of trails are under development, according to the survey. Aside from providing recreational activity, trails also generate economic returns for surrounding communities, ORPR staff found in another recent survey that they conducted in conjunction with the advocacy group Trails for Illinois.

“Users were spending, on average, \$30 a day, whether that was purchasing gear to use throughout the year, dining at local restaurants, or buying gas to drive to the trails,” said Jarrold Scheunemann, ORPR’s community services and education coordinator. “Another interesting finding was that about one-third of users expected to spend more than 150 minutes on the trails during their visits, fulfilling the Centers for Disease Control’s weekly exercise recommendation in a single day. Trail availability is key. Users will take advantage of this affordable activity to stay healthy.”

Pickleball, a hybrid sport played with a paddle and a plastic ball that combines elements of badminton, ping-pong, and tennis, is gaining popularity among older adults in Illinois, the agencies reported. Six municipalities and 39 park districts that responded to the survey reported having pickleball courts. By contrast, 129 agencies offer horseshoe courts, and 118 provide bocce ball courts.

Another emerging trend is the replacement of public outdoor swimming pools with splash pads – devices that spray water for users to play in. Many of the state’s 274 public outdoor pools are 30 to 40 years old, and some communities simply can’t afford to maintain or rebuild them. Splash pads are more economical than pools because they use less water, don’t always require lifeguards, and may reduce operators’ liability risk. Financial constraints also are prompting many agencies and municipalities to install multiuse playing fields that can accommodate several types of sports, such as soccer, football, and softball.

The organizations that responded to the survey also operate a wide array of other public recreation facilities, including 181 skate parks, 145 dog parks, 115 disc golf courses, 41 botanical gardens, 39 indoor ice rinks, and 24 archery ranges.

Robin Hall, director of ORPR and a visiting faculty member in the Department of Recreation, Sport and Tourism at Illinois, was a co-author of the study. ORPR is the department’s service and industry outreach unit.



Physical Activity Linked To ATTENTION LANGUAGE SKILLS FASTER BRAINS

Research from the FITKids program, an after-school physical intervention program directed by Kinesiology and Community Health professor Charles Hillman in his Neurocognitive Kinesiology Laboratory, is lending further scientific support to the benefits of physical activity and fitness. In three studies published in 2014, Hillman linked fitness to better language skills, beefier brain white matter, and enhanced cognition in 7-, 8-, and 9-year-old children. The research was funded by the National Institutes of Health.

DIFFERENCES IN ELECTRICAL ACTIVITY

In a study published in *Brain and Cognition*, Dr. Hillman and his co-researchers found that children who are physically fit have faster and more robust neuro-electrical brain responses during reading than less-fit peers. The scholars focused on the N400 brain waveform, which is more pronounced when reading a sentence that doesn't make sense, and the P600 brain waveform, which is associated with the grammatical rules of a sentence. They found that fit children had higher amplitude N400 and P600 waves when reading normal or nonsensical sentences. The N400 wave also had shorter latency in fit children, suggesting that they processed the same information more quickly than less fit peers. The differences in brain activity correspond to better reading performance and language comprehension in fit children.

Dr. Hillman is quick to point out that the study does not prove that higher fitness directly influences the changes seen in the electrical activity of the brain. "Our study shows that the brain function of higher fit kids is different, in the sense that they appear to be able to better allocate resources in the brain towards aspects of cognition that support reading comprehension," he said. "More work must be done to tease out the causes of improved cognition in kids who are more fit."

“Our study shows that the brain function of higher fit kids is different, in the sense that they appear to be able to better allocate resources in the brain towards aspects of cognition that support reading comprehension”

Dr. Charles Hillman,
Kinesiology and Community
Health Professor



DIFFERENCES IN ATTENTION

On the subject of cognition, Dr. Hillman reported that children participating in moderate-to-vigorous physical activity for at least 60 minutes a day in the FITKids program saw substantial improvements in their ability to pay attention, avoid distractions, and switch between cognitive tasks.

The results of the nine-month-long study, published in *Pediatrics*, showed that compared to a control group of children who did not participate in the after-school program, children in the FITKids program had substantial increases in attentional inhibition, a measure of their ability to block out distractions and focus on the task at hand. They also improved in measures of cognitive flexibility, the ability to switch between intellectual tasks while maintaining speed and accuracy.

“Interestingly, the improvements observed in the FITKids intervention were correlated with their attendance rate, such that greater attendance was related to greater change in brain function and cognitive performance,” Dr. Hillman said.

DIFFERENCES IN WHITE MATTER

In collaboration with psychology professor and Beckman Institute director Arthur Kramer and postdoctoral researcher Laura Chaddock-Heyman, Dr. Hillman reported that 9- and 10-year-old children who are more aerobically fit have more fibrous and compact white-matter tracts in the brain than peers who are less fit.

“White matter” describes the bundles of axons that carry nerve signals from one brain region to another. More compact white matter is associated with faster and more efficient nerve activity. The researchers were the first to explore the association between aerobic fitness and white matter. Previous studies linked aerobic fitness to greater volumes in gray-matter brain regions that are important for memory and learning.

The findings, reported in *Frontiers in Human Neuroscience*, revealed that fitness-related differences appeared in several white-matter tracts in the brain that are associated with attention and memory. The research team is two years into a five-year randomized, controlled trial to determine whether white-matter tract integrity improves in children who begin a new physical fitness routine and maintain it over time. The researchers are looking for changes in aerobic fitness, brain structure and function, and genetic regulation.

Diana Yates of the University of Illinois News Bureau contributed to this report.

... children in the FITKids program had substantial increases in attentional inhibition, a measure of their ability to block out distractions and focus on the task at hand.

RESEARCH BRIEFS



Liza Berdychevsky

Department of Recreation, Sport and Tourism

SEXUAL RISK-TAKING AMONG WOMEN TRAVELERS

Sexual adventures during tourist travel can be life-changing for some women, in both positive and negative ways, according to studies published in 2014 by Dr. Berdychevsky. She and colleagues at the University of Florida and Ben-Gurion University in Israel interviewed women about their sexual behavior as tourists. Their experiences included sexual experimentation with marital or steady partners, casual encounters with acquaintances or strangers, and traumatic incidents such as being coerced into sex, beaten, or raped. The researchers found that women may perceive leisure travel as “transgressional space” in which they are free to “behave like men” with risk-taking expected. They may feel more comfortable breaching personal and social taboos under the perceived anonymity of being a tourist. In identifying the array of behaviors, motivations, and perceptions that lead to sexual risk-taking, Dr. Berdychevsky hopes to contribute to the development of targeted awareness campaigns that encourage women to have fun but play more responsibly. Dr. Berdychevsky’s findings were published in the *Journal of Tourism Management* and *Leisure Studies*.



Marni Boppart

Department of Kinesiology and Community Health

STEM CELLS AID MUSCLES AFTER EXERCISE

In a study published in *Medicine and Science in Sports and Exercise*, Dr. Boppart reported that mesenchymal stem cells (MSCs) helped to rejuvenate skeletal muscle in mice after resistance exercise. By injecting MSCs into mouse leg muscles prior to several bouts of eccentric exercise, which is similar to the lengthening contractions performed during resistance training in humans that result in mild muscle damage, researchers were able to increase the rate of repair and enhance the growth and strength of those muscles in the exercising mice. MSCs occur naturally in the body and form part of the stroma, the connective tissue that supports organs and other tissues. According to Boppart’s findings, they also stimulate muscle precursor cells to expand inside the tissue and contribute to repair following injury. Once present and activated, these cells fuse to damage muscle fibers and form new fibers to reconstruct the muscle and enhance strength. Boppart hopes her findings will one day lead to new interventions to combat age-related declines in muscle structure and functions.



Fatima Husain

Department of Speech and Hearing Science



EMOTIONS PROCESSED DIFFERENTLY WITH TINNITUS

Using functional magnetic resonance imaging brain scans, Dr. Husain found that patients with persistent ringing in the ears, or tinnitus, process emotions differently in the brain than people without tinnitus. Previous studies demonstrated associations between tinnitus and increased stress, anxiety, irritability, and depression, all of which are affiliated with the brain's emotional processing systems. Dr. Husain's research, published last year in *Brain Research*, showed that activity in the amygdala, a brain region associated with emotional processing, was lower in people with tinnitus than in people with normal hearing. Tinnitus patients also showed more activity than normal-hearing people in two other brain regions associated with emotion, the parahippocampus and the insula. Husain attributes the findings to brain plasticity, noting that in adjusting to constant noise, the brains of people with tinnitus reroute activity that would overwhelm the amygdala to other parts of the brain. She hopes her research will lead to solutions to improve the quality of life for people who suffer with tinnitus, approximately 50 million people in the United States alone.



Laura Payne

Department of Recreation, Sport and Tourism



Susan Farner

Department of Kinesiology and Community Health



COMMUNITY COLLEGE STUDENTS CONFUSED BY AFFORDABLE CARE ACT

With funding from the University of Illinois Extension and Outreach Initiative—a partnership of the College of Agricultural, Consumer and Environmental Sciences, the Extension, and the Office of the Provost—an interdisciplinary research team including Dr. Payne and Dr. Farner surveyed students at six community colleges across Illinois to determine their awareness of and attitudes toward health insurance and the Affordable Care Act. They found that many were unfamiliar with “Obamacare,” essential benefits of the plan, and the escalating penalties for noncompliance. Half the respondents said they had not seen, read, or heard any media messages about health care reform, and nearly half said they opposed the ACA. The findings suggest that state officials will have to overcome both knowledge and attitudinal barriers to ensure that Illinois’ uninsured residents comply with the ACA and obtain health insurance coverage. The average age of respondents was 26, making them part of the “young invincibles” demographic whose enrollment is critical to the success of the national health care program. Based on their findings, the researchers are developing messages that resonate with this demographic.

Chelsey B. Coombs, Sharita Forrest, and Diana Yates of the University of Illinois News Bureau contributed to these reports.

Brad Hedrick

Retires from DRES

“OUR THEME TODAY IS CELEBRATING EXCELLENCE, AND I CAN’T THINK OF A MORE APPROPRIATE THEME FOR THE MAN WE ARE HONORING TODAY, BRAD HEDRICK.”

So began the remarks of Tanya Gallagher, dean of the College of Applied Health Sciences, at a retirement reception for Dr. Brad Hedrick, whose affiliation with the Division of Disability Resources and Educational Services (DRES) began as a graduate assistant and ended 37 years later as director.

Dr. Gallagher applauded Dr. Hedrick’s leadership of DRES, sustaining it as “the unquestioned best in the nation.” Among his innovative contributions, she cited free neuropsychological testing for students at risk of failing, the development of a wireless elevator control system, and the successful integration of the Beckwith program for students with severe disabilities into Timothy J. Nugent Hall.

Accolades also came from former DRES director and founder Dr. Timothy Nugent, who praised Dr. Hedrick’s contributions to the body of knowledge around disability and to wheelchair sports, and Missouri State Senator Charles Graham, who was coached by Dr. Hedrick as an undergraduate student at Illinois. He described Dr. Hedrick as “driven, intense, intelligent, uncompromising, dedicated, passionate, a coach and a leader,” and said, “In this room, I see attorneys, Wall Street hotshots, advocates, teachers, business people, and coaches. I see people who would not have realized their careers without the influence of Brad Hedrick.”

Dr. Hedrick said he understood for the first time what a disability was when, as a young boy of seven or eight, he couldn’t participate in Little League sports with his friends. “I didn’t like it,” he said, “but it’s often those tough situations, those bad situations, those rough circumstances, those things that we would prefer not to do that promote the greatest growth.” In his career with DRES, he said, “I was able to change the frustration of my childhood into something productive.”

Dr. Hedrick earned his Ph.D. in the Department of Leisure Studies, now Recreation, Sport and Tourism, at the University of Illinois at Urbana-Champaign in 1984. From 1981 to 1995, Dr. Hedrick served as head coach of the University of Illinois’ varsity athletic teams for students with disabilities, as well as an administrator, researcher, and educator within DRES.



(L-R): Pat Malik, interim director of DRES;
Brad Hedrick; Dean Tanya Gallagher



Continued: Brad Hedrick Retires from DRES

He has 40 years of professional experience in the fields of vocational rehabilitation and postsecondary disability support services, and has extensive experience and expertise in the administration of adapted sports and recreation for persons with disabilities. He has coached at the collegiate and international levels, and his lengthy list of publications and conference presentations have addressed disability, rehabilitation, and adapted sports and recreation.

In 2005, Dr. Hedrick was inducted into the National Wheelchair Basketball Association Hall of Fame for his contributions to the development of wheelchair basketball. He received the Academic Professional Excellence Award from both the University of Illinois Chancellor's Office and the College of Applied Health Sciences in 2006. A recipient of the Paralyzed Veterans of America Jack Gerhardt Award, he formerly served as a treasurer of the Association on Higher Education and Disability, a National Wheelchair Basketball Association Division II Commissioner, a member of the Disability Access Committee of the Illinois Board of Higher Education, and higher education representative to the Illinois State Advisory Committee on the Education of Children with Disabilities.

You can view Brad Hedrick's retirement celebration online.

AHS.ILLINOIS.EDU/ABOUT/ENEWSLETTERS/FALL14/HEDRICK.ASPX



Brad Hedrick accepts congratulations from Timothy Nugent while Missouri State Senator Charles Graham looks on.

SHS adds new concentrations



In addition to traditional concentrations in Speech-Language Pathology and Audiology, the Department of Speech and Hearing Science is offering two new undergraduate concentrations, the Neuroscience of Communication and Cultural-Linguistic Diversity. The effort to add the new concentrations was initiated by faculty in the fall of 2012 to meet the evolving needs of the field and bring curriculum in line with faculty expertise.

The **Neuroscience of Communication** concentration provides an interdisciplinary understanding of the neurological systems that underlie human communication. Students will study the biological basis of communication in order to understand brain-behavior correlates of typical and disordered speech, language, and hearing function. In addition, students will benefit from faculty research that utilizes innovative technologies to study the structure and function of the sensory-motor systems that underlie human communication abilities. In line with the College of Applied Health Sciences' commitment to understanding connections between the brain and human health, the Department of Speech and Hearing Science added several faculty members with a strong interest in neuroscience. The concentration also complements advances in neuroimaging on campus and the strong interdepartmental PhD program in Neuroscience.

The **Cultural-Linguistic Diversity** concentration is designed to examine ways that individual communication differences interact with sociocultural systems, institutions, and practices, and to address socio-cultural context in identifying and treating communication disorders. Students will take courses in theory and research methods to explore ways in which sociolinguistic differences shape child development, socialization, and identity. This concentration is intended to provide students with knowledge related to cultural-linguistic differences (race, ethnicity, socio-economic status, neurodiversity) that is needed to serve an increasingly global society concerned with human rights and responsibilities.

THANK YOU

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 success, both those who have given throughout their lifetime and those that give on an annual basis. Together, we are shaping the future of our society's health and well-being across the lifespan.

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"I am greatly humbled and grateful to the friends and alumni of our department for making this possible. I feel even more driven and excited to make meaningful contributions as a scholar."

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"This award provides me with the opportunity to develop as a student and as a professional. I am grateful to the friends and alumni who are helping to make this department stronger."

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"It feels amazing to know that someone other than my family and friends is willing to invest in a student such as myself, and I do not take that support for granted. Every day, I try to grasp on to as many opportunities as I can, and to take full advantage of them."

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"The cohesion of the Department of Recreation, Sport and Tourism extends beyond the current faculty and students. When alumni are willing to give back to better the future of the department, it shows the impact that the department has had on its graduates."

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"This award will allow me to pursue my passion for helping others live happy, healthy lives. With the help of friends and alumni of the department, I will be able to make a real difference in this world."

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