



I ILLINOIS

College of Applied Health Sciences

**MOVING
FORWARD**





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YOU CANNOT GET THROUGH A SINGLE DAY WITHOUT HAVING AN IMPACT ON THE WORLD AROUND YOU.

WHAT YOU DO MAKES A DIFFERENCE AND YOU HAVE TO DECIDE WHAT KIND OF DIFFERENCE YOU WANT TO MAKE.

—JANE GOODALL



MESSAGE FROM THE DEAN



Long ago, scholars within the School of Physical Education dedicated themselves to making a positive and lasting difference through research on physical activity and health. As we have evolved and matured into the present-day College of Applied Health Sciences, that commitment has endured and strengthened. Today, our scholars investigate the role of physical activity in lifelong health from the micro to macro levels, as well as the physiology, diagnosis, and treatment of communication disorders, and the role of recreation, sport, and tourism activities in building healthy individuals, families, and communities.

We take our mission to make the world a better place for all very seriously, as you will see in this issue of *Moving Forward*. Within these pages, you will see how we pursue that mission through our research, education, and outreach programs. Our lead story, for example, focuses on the infrastructure projects that are underway to ensure that our scholars and students have state-of-the-art facilities for groundbreaking research and research-based education. We showcase some of the interesting research that takes place within the College in stories about the impact of restaurant noise on diners, the negative consequences of being labeled a class clown, and the benefits to local communities of the growing phenomenon of academic tourism among Chinese high school students and their parents.

International students diversify campuses across the United States and boost tuition revenue. The College of Applied Health Sciences is actively recruiting international graduate students to pursue PhDs and postdoctoral research positions in our College through a new program called the International Graduate Mentoring Program. The first cohort completed their IGMP certificates in December and left campus with glowing impressions of the program and its mentors. One of the mentors was among six new professors who joined the College last fall. You will learn more about them in the following pages.

Our Chez Center for Wounded Veterans in Higher Education recently took an important step toward better serving the needs of women veterans, the fastest-growing group within the veteran population, through a day-long event focused on the challenges they face in reintegrating into civilian life, securing effective and adequate healthcare services, and building supportive communities.

We celebrated two of our outstanding alumni in October. Dr. Tara Scanlan, the first student to complete a PhD in sport psychology at Illinois, went on to contribute significantly to the growth of the field during a brilliant career at UCLA. She received the 2018 AHS Distinguished Alumni Award. Our 2018 Harold Scharper Award recipient was Kevin Fritz, a 2010 graduate of our Community Health program who went on to law school. He is making a difference as an associate in the prestigious Chicago law firm Seyfarth Shaw.

I am amazed each year when I look back on all that we have accomplished within the previous year, amazed and exceedingly proud that AHS continues to add to its long and storied history of making a positive impact on the world. I hope that reading this issue of *Moving Forward* will reaffirm your own pride in and commitment to the College of Applied Health Sciences and its ongoing success. As always, I welcome you to stop by when you are on campus.

Sincerely,

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



RENOVATING FOR THE FUTURE

PROJECTS IN FREER HALL AND THE SPEECH AND HEARING SCIENCE BUILDING WILL CREATE NEW CLASSROOM, RESEARCH, AND ADMINISTRATIVE SPACE.

Conducting 21st century research and instruction in 20th century space can be challenging. Architects designing buildings 40 to 100 years ago could never have imagined the scope of the investigations in which faculty would be engaged, from the macro to the molecular level. Nor could they have predicted how departments would grow and change over the years. Take the Women's Gymnasium, for example.

AN AMBITIOUS PLAN

Built in the early 1930s, what is now known as Freer Hall provided expanded facilities for the women's physical education department, which had outgrown its space in the Woman's Building (now the English Building). The last of 11 Georgian-style buildings on the Urbana-Champaign campus designed by renowned architect Charles Platt, the Women's Gymnasium housed administrative offices, classrooms, and gymnasium spaces that were used for recreation, intramural sport competitions, and physical education research. Louise Freer, the women's physical education director for whom the building was later renamed, added a lounge area in 1932 to provide a social space in the building.

LEVEL ONE : FREER HALL



“THE LABORATORIES IN THIS NEW SPACE WILL BE SHARED RESOURCES THAT FACILITATE MULTIPLE RESEARCH STUDIES AS WELL AS FACULTY AND STUDENT INTERACTIONS.” -DR. AMY WOODS

The original design called for wings on both ends of the building, with the north wing housing a swimming pool. Funding was exhausted before the wings could be constructed, but the original vision was partially fulfilled in 1968 when a pool wing was added on the north end of the building. Administered by Campus Recreation, the pool served as the home venue for the Illinois Fighting Illini women's swimming and diving team during renovations to the Intramural Physical Education Building, now known as the Activities and Recreation Center (ARC).

Four years after the pool wing was added, the Department of Physical Education for Women merged with the Department of Physical Education for Men and Freer Hall became home to the School of Physical Education. Renamed the Department of Kinesiology in 1987, the rapidly growing discipline began to strain against the limitations imposed by the nearly 60-year-old building. It wasn't until the mid-2000s, however, that the College of Applied Health Sciences was able to undertake its first efforts to address some of the department's pressing needs.

Between 2005 and 2011, two renovation projects converted the north and south gyms on the third floor into office and research space. Ten offices and an exercise science laboratory were carved out of the north gym space, while the south gym became facilities for research on neurocognitive kinesiology and the neuroscience of dance in health and disability. By this time, the women's swimming and diving team had returned to the ARC, and with outstanding pool facilities existing in both that building and the Campus Recreation Center East, the College lobbied successfully to take ownership of the Freer Hall pool.

LEVEL TWO : FREER HALL



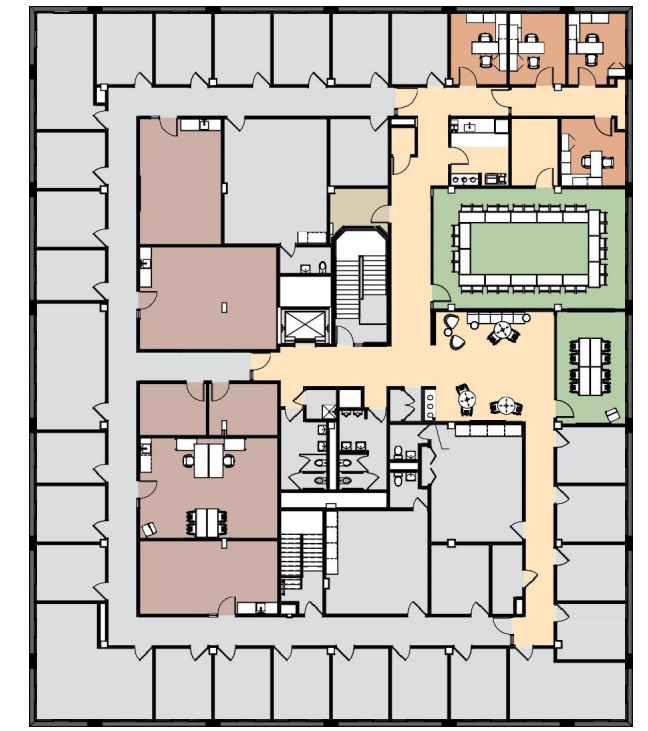
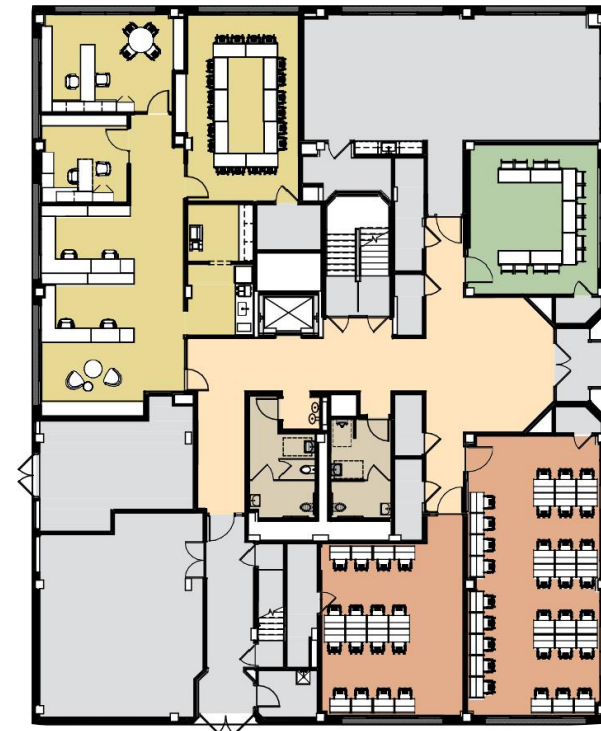
SPEECH AND HEARING SCIENCE BUILDING

The vision for the north wing renovation was ambitious: to convert nearly 48,000 square feet gained by filling in the pool and removing lockers and showers into modern, collaborative research and teaching space. In January 2015, the University of Illinois Board of Trustees approved campus funding for the College's plan to renovate the north wing "to develop needed spaces that directly support the long-range vision for the Department of Kinesiology and Community Health and the College of Applied Health Sciences at Urbana-Champaign."

The pool infill renovation is the most comprehensive building project undertaken by the College to date. It includes modifications that will bring the building into compliance with the American with Disabilities Act, including the addition of an elevator that will give access to the fourth floor, previously unreachable by individuals with disabilities. (A new ADA-compliant entrance on the south side of Freer Hall was completed in 2018.) Half of the fourth floor will house new mechanical systems, including central air conditioning, while the other half will contain office space for visiting faculty and postdoctoral scholars.

The highlight of the renovation is the multipurpose testing and research facility that will occupy the former pool wing. Described as an "historic renovation" by Dr. Amy Woods, head of the Department of Kinesiology and Community Health, the project will significantly enhance the department's teaching, research, and outreach missions.

"This new space will include office and conference rooms, a large lifestyle intervention center including areas for blood collection and nutrition studies, a laboratory for motion capture, an exercise physiology wet lab, and other labs for kinesiology research," she said. "The laboratories in this new space will be shared resources that facilitate multiple research studies as well as faculty and student interactions." The space also will house a state-of-the-art video production facility for online classes. The comprehensive \$20 million project has not been without its challenges, but is expected to be completed during the Fall 2019 semester.



Renovations in the Speech and Hearing Science Building will create new administrative, research, instructional, and meeting space.

A MORE WELCOMING ENVIRONMENT

ALSO SLATED FOR COMPLETION THIS YEAR IS A \$2.4 MILLION RENOVATION OF THE SPEECH AND HEARING SCIENCE BUILDING, BUILT IN THE MID-1970S.

Originally conceived as a half-million dollar project to increase research space on the second floor, the College was able to expand the scope of the renovation through a campus initiative to repurpose underused facilities. Bill Goodman, former associate dean who is now special assistant to the dean, said the initial plan was to convert small rooms that had served as assessment rooms for the Speech-Language Pathology Clinic into usable space. "The assessment rooms were rendered obsolete when the clinic moved to the Research Park area south of campus," he said. "Our plan was to combine several of these smaller rooms into space that would be suitable for faculty research."

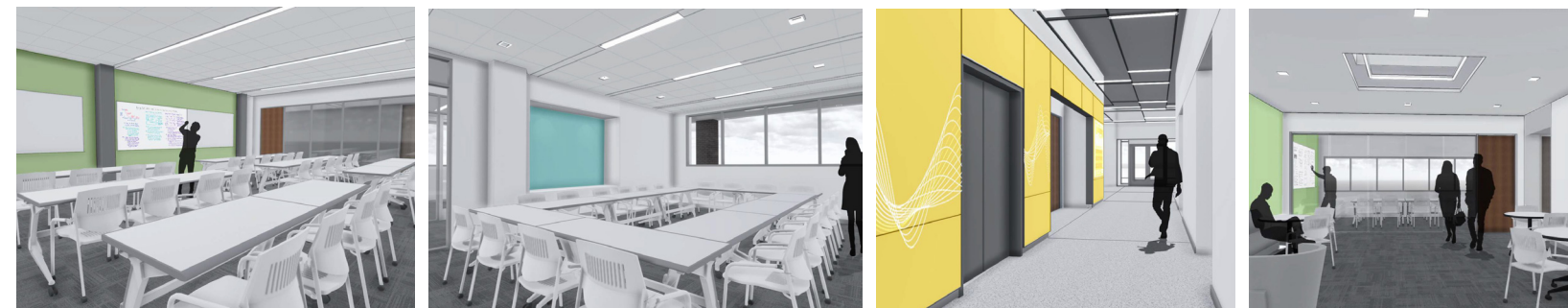
The larger project will renovate more than 5,000 square feet on the second and first floors of the building, not only to provide for better research and teaching facilities but also to create a friendlier, more welcoming image for the Department of Speech and Hearing Science. "You really had to hunt for the department's administrative offices," Mr. Goodman said. "The building didn't have a very friendly or welcoming environment."



The renovation project necessitated the disbursement of speech and hearing science faculty to alternative office space around campus. That's been inconvenient, said SHS department head Karen Kirk, but the new facilities will make the temporary displacement worthwhile. "The renovations will provide much-needed additional laboratory and student work space," she said. "It also will give us enhanced meeting spaces of varying sizes that can be used for student seminars, research presentations, and large faculty meetings."

Dr. Kirk also is excited about the relocation of administrative offices to the first floor, which will increase both the perceived and actual accessibility of SHS, and about the increased functionality and attractiveness of lobby areas on the first and second floors, which are used for student orientations, prospective student visits, and graduation receptions.

Also moved from the Speech and Hearing Science Building to allow for renovations was the University of Illinois Audiology Clinic, which now shares space with the Speech-Language Pathology Clinic in Research Park. That move is a permanent one, Dr. Kirk said, and will allow the department to provide integrated services to clients across the lifespan. And, she added, "Our clients are pleased with the free parking on site."



Architectural drawings illustrate new spaces in the Speech and Hearing Science Building.

MAKING A GLOBAL IMPACT

THE UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN HAS A LONG HISTORY OF WELCOMING INTERNATIONAL STUDENTS AND SCHOLARS TO CAMPUS, AND WAS THE FIRST UNIVERSITY IN THE UNITED STATES TO CREATE AN INTERNATIONAL STUDENT ADVISOR POSITION IN 1907. NOW, THANKS TO DR. RUOPENG AN, THE COLLEGE OF APPLIED HEALTH SCIENCES IS STEPPING UP ITS EFFORTS TO ATTRACT INTERNATIONAL STUDENTS.

According to International Student and Scholar Services, a unit within Illinois International, 3,243 new international students enrolled in the University last fall, making the total enrollment of international students at Illinois 10,577. Although they represent 116 countries, the biggest contributor by far is China. As one might expect, the majority of international students enroll in programs in the College of Engineering, with the College of Liberal Arts and Sciences a close second.

The College of Applied Health Sciences has fewer than 100 international students enrolled in its programs, something Dr. Ruopeng An, an assistant professor in the Department of Kinesiology and Community Health, found surprising and disturbing. "Increasing our population of international students is a personal passion of mine, and the college leadership shares my interest," Dr. An said. "They recognize that international collaboration is critical to the long-term growth of AHS."

During frequent trips to China, he reached out to the leadership of Shanghai University of Sport and Beijing Normal University to build a relationship of mutual trust and understanding, and to identify the elements they desired in study abroad programs. Many U.S. universities offer "summer camp" programs to introduce potential students to their campuses and surrounding communities. Such programs typically last a month or so and stress social and cultural activities. Through his personal contact, Dr. An learned that the president of the Shanghai University of Sport was more interested in an intensive, academically-focused program that would prepare Chinese scholars to do publishable independent research. He drafted a proposal that directly addressed this goal, and the International Graduate Mentor Program, or IGMP, was born.

The IGMP brings Chinese students at the master's and doctoral levels to AHS for a full semester. Each student is paired with a mentor who closely supervises the student's activity. The students are required to work 20 hours a week in their mentor's lab and to audit at least two courses. They attend weekly academic workshops that focus on academic writing, English skills, research design, and quantitative analysis. By the end of their time in the College, the student must co-author at least one article that is publishable in a peer-reviewed journal. They also must make a final presentation of their research.



Dr. Ruopeng An



Last fall, the first cohort of six master's students and one PhD student from the Shanghai University of Sport and one master's student from Beijing Normal University completed the program. Among them was Yingjie Qiu, who said the intensive academic training not only helped to improve his English language skills, but also gave him a thorough understanding of the logic of scientific research. "Under the supervision of my mentor, I wrote two papers independently and participated in two other papers," he said. "This laid a good foundation for my future academic research."

The mentors are critical to the success of the program. Currently, six professors in the Department of Kinesiology and Community Health serve as mentors. In addition to Dr. An, they include Dr. Chung-Yi Chiu, Dr. Manuel Hernandez, Dr. Yih-Kuen Jan, Dr. Shannon Mejía, and Dr. Kevin Richards. Claudia Lu, a PhD student in the Shanghai University of Sport School of Kinesiology, said she will stay in close touch with her mentor, Dr. Chiu. "My mentor is an important person who can guide me, help me, take me under her wing, and nurture my academic quest," she said. To join the IGMP, Mr. Qiu, Ms. Lu, and the other students had to apply at their home universities, where the initial screening was done. Once a pool of qualified candidates was identified, Dr. An conducted in-person interviews with the candidates and made the final selection. The home university pays the expenses of the participating students, so leaders are keenly interested in ensuring that their best students participate. Sending students abroad to prestigious US universities reflects well on Chinese universities and can impact the level of support they receive from the central and local governments.

As to the benefits to AHS, Dr. An says building relationships with international universities can foster collaboration between scholars here and abroad. The IGMP generates revenue for the College. Perhaps most importantly, it may attract potential students to PhD programs and postdoctoral research positions in AHS. And while the main benefits for the students revolve around their development as scholars, they also experience personal growth from extracurricular activities such as field trips and parties. As Zhi Zheng said, "The most valuable thing to me is to think independently and solve problems effectively. But I also need to coordinate the relationship between study and life."

Fifteen students from Chinese universities, including Shenyang Sport University, are taking part in the IGMP during the Spring 2019 semester. Dr. An hopes the program will continue to grow, eventually expanding to all departments in AHS.

AHS OFFERS "SUMMER CAMP," TOO

In addition to the International Graduate Mentor Program, the College of Applied Health Sciences offers international students a one-month summer program called the Graduate Academic Training Program, or GATP, which focuses on social and cultural aspects of life in the United States as well as academic training.

Last summer, 22 master's and PhD students from Beijing Normal University and National Tsing Hua University in Taiwan learned about the U.S. system of higher education and the University of Illinois. They took field trips, visiting local K-12 schools, for example, and attended lectures on research

methodology and hot research topics by faculty in the Department of Kinesiology and Community Health and the Department of Recreation, Sport and Tourism. As many of the students were interested in athletic training, they also engaged in a variety of sports-related activities.

Dr. An says the GATP serves as a recruiting tool, with its main mission being to promote the University of Illinois and the College of Applied Health Sciences to participants. As with the IGMP, the attendees' expenses are paid by their home universities.



COLLEGE TOURS FOR CHINESE TEENS A RAPIDLY GROWING MARKET FOR TOURIST INDUSTRY

Sharita Forest, Education Editor
University of Illinois News Bureau



MANY MIDDLE-CLASS TEENS IN CHINA ARE EMBARKING ON STUDY TOURS OF UNIVERSITY CAMPUSES IN THE U.S., A MARKET SECTOR THAT COULD BE LUCRATIVE FOR COLLEGES AND TOURISM-RELATED BUSINESSES IN THE MIDWEST, ACCORDING TO A NEW STUDY BY DR. JOY HUANG, A PROFESSOR OF RECREATION, SPORT AND TOURISM AT THE UNIVERSITY OF ILLINOIS.



Dr. Joy Huang

Growing numbers of families in China are sending their teens on college tours in other countries, creating a potentially lucrative market sector for universities, college towns and tourism-related businesses, a new study suggests.

While the itineraries of these study tours used to concentrate on the Ivy League schools and their peers scattered along the East and West coasts of the U.S., intense competition for admission and rising tuition costs are prompting more Chinese students to look beyond the ivies to the highly ranked public universities in the Midwest, said lead author Joy Huang, an assistant professor in the Department of Recreation, Sport and Tourism. “These short-term overseas tours and summer camps are a very important market for the tourist industry in the Midwest,” she said. “They are also a very good recruiting tool for universities and a way to ‘audition’ potential foreign students, who usually pay much higher tuition than domestic students.”

In 2013, more than 300,000 young people from China participated in overseas study tours. But by summer 2015, the number of Chinese teens who traveled abroad on these types of trips grew to more than 500,000 annually, according to the study. Organized by travel agencies and high schools, the two- to four-week trips to the U.S. and other developed countries typically cost Chinese families \$5,000-\$8,000. Dr. Huang co-wrote the study with Qian Li, then a doctoral student at the U of I. Their paper was published online in the *Journal of China Tourism Research* on August 23, 2018.

To learn more about why Chinese teens participate in the tours and the factors that influence families’ decisions to send their children on these excursions, the researchers interviewed 30 Chinese adolescents who had traveled on a group study tour within the prior three years and 20 of their parents. Similar to the grand tours undertaken by wealthy young men in ancient Europe, the study tours typically include sightseeing and an assortment of educational and cultural enrichment experiences as well as social and recreational activities, Dr. Huang said.

China’s integration into the global economy has given rise to a rapidly growing middle class that is curious about other cultures and perspectives and eager to expand their children’s knowledge beyond the Chinese educational system’s test-focused curriculum, she said. The parents interviewed said they hoped that going on the study trip would enrich their children’s educational and life experience, and foster “global perspectives” that would enhance their competitiveness in the job market after college. Accordingly, the youths said they were motivated by their desire to learn about other cultures, to experience daily life in other countries and improve their English language skills.

With many of the parents’ own college aspirations derailed by China’s Cultural Revolution, they sought to fulfill those dreams vicariously by pushing their children to attend colleges in the U.S. and other countries, which they perceived as being more prestigious than the postsecondary institutions in China, Dr. Huang said. Their children were among the generations born under China’s one-child family planning policy, which began in 1979 and was phased out in 2016.

The researchers found that among China’s well-educated and more prosperous families, the one-child policy and exposure to Western cultural values has produced child-centered families in which the parent-child relationships are more egalitarian than in traditional Chinese culture.

“Several adolescents – and some parents – indicated that they hoped the study tours, which were the youths’ first trips without their parents in tow, would foster greater independence,” Dr. Huang said. “The teens thought it was important to learn how to socialize and communicate with other people in new environments.” While much of the research on Chinese outbound tourists takes a “mass-market perspective, viewing all Chinese as a homogenous group, travel agencies and tourist destinations need to recognize the heterogeneity that exists among these travelers and adapt their products and marketing messages to these audience members’ differing perspectives,” she said.

She suggested that tourist agencies and universities that want to appeal to college-bound Chinese teens offer diverse itineraries with a mix of educational, social and recreational activities that immerse visiting teens in campus life. The itinerary might include attending classes and sporting events, hosting talks that enable visitors to ask questions of current students and housing the visiting teens in college residence halls.

Dr. Huang said marketing campaigns aimed at the parents of these teens, however, should highlight the educational benefits and career opportunities available to students who attend the colleges they will visit.





WOMEN VETERANS STILL FACE BATTLE



BEING SUCCESSFUL WITHIN THE MALE-DOMINATED MILITARY ENVIRONMENT REQUIRES CONSTANT STRATEGIC MANAGEMENT OF THE PERFORMANCE OF FEMININITY, OR 'MILITARIZING' YOUR FEMININITY. IN THE CIVILIAN WORLD, THIS CAN BE OFF-PUTTING FOR WOMEN WHO HAVEN'T BEEN CONDITIONED TO MANAGE FEMININITY IN THOSE WAYS. –JENI HUNNICUTT

Dr. Jeni Hunnicutt, visiting research specialist at the Center who co-coordinated the event, knows firsthand the difficulties of transitioning from military to civilian environments. After six years of service in the Army National Guard, she struggled to find meaning in her service and didn't identify herself as a veteran for more than a year after leaving the Guard. Curious about whether her experiences were shared by other veterans, she began to investigate veteran identity as a doctoral student at the University of Denver. She found that the loss of the military community and its structure hit all veterans hard, but that being female added a layer of complexity.

"Being successful within the male-dominated military environment requires constant strategic management of the performance of femininity, or 'militarizing' your femininity" she said. "In the civilian world, this can be off-putting for women who haven't been conditioned to manage femininity in those ways." This can make it difficult for female veterans to form relationships with non-military coworkers, fellow students, and so on, leaving them feeling isolated and unwelcome. As part of its effort to serve the female veteran population, the Chez Center has initiated a Women Connections Group. Led by Ingrid Wheeler, assistant director of behavioral health services, the group provides a safe space for women veterans to bond with each other and to build trust with center staff.

Feelings of isolation and mistrust and difficulty in adjusting to post-service life can be heightened if women have experienced Military Sexual Trauma (MST), which can range from unwanted sexual comments to direct sexual assault. One in three women in the service will experience MST, according to statistics quoted by Dr. Hunnicutt, and research shows that MST is a greater predictor of post-traumatic stress disorder (PTSD) than combat experiences.

Dr. Robyn Gobin, assistant professor in the Department of Kinesiology and Community Health and licensed clinical psychologist, says PTSD is the number one condition for which women veterans seek treatment at VA healthcare facilities, followed by major depressive disorder. In remarks she made at the women veterans event in November, she cited a news article that asserts women's service-connected disability claims to the VA were as much as 30 percent less likely to be approved when the disability was related to MST. "Not getting benefits creates problems with how well they can take care of themselves," she said. "Even though the overall number of homeless veterans is declining, for example, the number of homeless women veterans is increasing." A 2018 report on National Public Radio stated that the suicide rate for female veterans has increased 85 percent in recent years.

★ ★ ★ ★ ★ ★ IDENTITY ISSUES AND PTSD RELATED TO MILITARY SEXUAL TRAUMA CAN COMPLICATE WOMEN VETERANS' REINTEGRATION INTO CIVILIAN LIFE.



Dr. Jeni Hunnicutt
Dr. Robyn Gobin



According to the Council on Foreign Relations, just two percent of enlisted military forces and eight percent of the officer corps were women when the draft ended in 1973. The Council's 2018 report on the demographics of the US military states that those numbers have increased significantly, to 16 percent of enlisted forces and 18 percent of officer corps. That means women's representation in the veteran population also has increased. In fact, the Department of Veterans Affairs estimates that the population of women veterans will increase at an average rate of about 18,000 women each year for the next 10 years.

Despite their growing numbers, the challenges women face on active duty and as veterans have not received a lot of attention. Last November, the Chez Center for Wounded Veterans in Higher Education cast a spotlight on military women during the day-long symposium "Women Veterans: Health, Community, & Legacy." Co-sponsored with Illinois Joining Forces, which promotes the growth and wellness of service members, veterans, and their families throughout the state, the event addressed Veterans Administration (VA) health care services for women veterans and ways to build community among women who have served, among other issues.

Clearly, Dr. Gobin said, it is critical to increase mental health screening for women veterans as well as their awareness of available benefits and services. The VA needs to modify its procedures for approving claims for issues related to MST. There also is a need for increased funding for research that addresses the unique needs of women veterans, she said. "For example, we know that PTSD treatment is effective only about 50 percent of the time, and that is unacceptable," she said. "How do we improve treatments, particularly for women veterans who have experienced Military Sexual Trauma?"

In her own research based on work with female veterans seeking VA healthcare, Dr. Gobin has found that, compared to peer support, building skill in emotion regulation and distress tolerance prior to treatment for PTSD results in lower rates of drop out during treatment among MST survivors. "These results suggest that equipping MST survivors with fundamental skills for managing their emotions can support PTSD recovery by helping them stay engaged with treatment," said Dr. Gobin.

HOUSING DISCRIMINATION



HEALTH DISPARITIES

WHILE COMMUNITIES IN THE UNITED STATES ARE MORE INTEGRATED THAN THEY WERE 50 TO 60 YEARS AGO, AND HOUSING DISCRIMINATION IS NO LONGER ALLOWED BY LAW, DR. BRIAN SMEDLEY BELIEVES IMPLICIT BIAS AND RACISM WORK TO KEEP PEOPLE OF COLOR IN ECONOMICALLY AND SOCIALLY DISADVANTAGED NEIGHBORHOODS, AND THAT THIS PHENOMENON HAS SERIOUS CONSEQUENCES FOR THE HEALTH OF NEIGHBORHOOD RESIDENTS.

Dr. Brian Smedley, executive director of the National Collaborative for Health Equity, believes that residential segregation is but one example of the structural racism that unfairly disadvantages Native American, African American, Latino, and some Asian cultures. He believes the United States can make great strides toward addressing health disparities by undoing policies and practices that underlie the country's legacy of housing discrimination. Dr. Smedley was the inaugural speaker of the Applied Health Sciences Distinguished Lecturer Series last April.

A comparison of the dissimilarity indexes of apartheid-era South Africa and Detroit and other U.S. cities in 2010 shows that residential segregation is, unfortunately, alive and well. The index reflects the proportion of two different populations that would need to move in order to achieve complete integration. In 1991, South Africa had a 90 percent dissimilarity index, meaning that 90 percent of its black and white citizens would have had to move for the country to be fully integrated. In 2010, the dissimilarity index for Detroit was 85 percent, and 80 percent for Chicago, New York, and Newark.

"MANY COMMUNITIES OF COLOR REMAIN SEPARATE FROM WHITE COMMUNITIES IN WAYS THAT ARE ULTIMATELY DESTRUCTIVE TO ALL OF US BECAUSE IT DAMAGES OUR HEALTH AND WELL-BEING AND OUR PRODUCTIVITY AS A NATION," HE SAID.

Complicating the issue further for communities of color is the fact that these communities tend to be poorer and isolated from mainstream resources for success, such as good schools, banks, employment opportunities, and transportation. African Americans are five times less likely than whites to live in census tracts with supermarkets, meaning their access to fresh and nutritious foods is limited. Their neighborhoods tend to include a preponderance of fast-food outlets, convenience stores, and liquor stores. Black and Latino neighborhoods also tend to have fewer parks, safe places to play, and recreational facilities.

"For most of our history in the public health context in the U.S., we've done a good job of wagging our fingers at people and saying, 'You need to eat healthy meals; you need to exercise,'" Dr. Smedley said. "But we fail to consider community context. In many communities, those behaviors are nearly impossible to do." Low-income minority communities also are more likely to house environmental hazards. For example, 56 percent of residents in neighborhoods with commercial hazardous waste facilities are people of color, even though people of color represent only 30 percent of the U.S. population.

Dr. Smedley believes addressing these problems will require government and private sector efforts to implement both place-based and people-based policy strategies. He cited as an example of a place-based strategy the federal Fresh Food Financing Initiative, which provides development money and tax incentives to grocery stores that locate in what are known as "food deserts." Place-based investments in communities also include zoning that reduces the concentration of health risks and "health impact assessments" that determine the public health consequences of new housing, transportation, labor, and education policies.

Place-based strategies that improve communities can result in gentrification if people-based strategies that focus on increasing housing options for low-income residents are not implemented simultaneously, such as voucher programs that offset rent increases.

The National Collaborative for Health Equity is currently working on an initiative called Place Matters that seeks to build the capacity of community leaders to address social and economic conditions related to health. Nineteen teams in both urban and rural communities across the country are examining factors such as healthcare facilities, schools, child care, safety, transportation, employment, parks, housing, and food. Through this initiative, Dr. Smedley said, they hope to raise awareness of inequities that are too often tied to race, promote policy strategies, and organize communities to build political support for those strategies.



DR. BRIAN SMEDLEY, EXECUTIVE DIRECTOR OF THE NATIONAL COLLABORATIVE FOR HEALTH EQUITY, WAS THE INAUGURAL SPEAKER FOR THE COLLEGE OF APPLIED HEALTH SCIENCES DISTINGUISHED LECTURER SERIES. THE SERIES CONTINUES IN APRIL 2019 WITH DR. MARGARET ROGERS, CHIEF STAFF OFFICER FOR SCIENCE AND RESEARCH AT THE AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION.

A QUIET PLACE

Vincent Lara-Cinisomo, Media Relations/Editorial Specialist
College of Applied Health Sciences

SHS PROFESSOR PASQUALE BOTTALICO IS SEARCHING FOR A WAY TO BRING SOME PEACE TO DINING OUT.

Baseball Hall of Famer Yogi Berra once famously said, “It’s so crowded, nobody goes there anymore.” For restaurants, it’s not the crowd but the noise that drives people away. That’s what Dr. Pasquale Bottalico is trying to mitigate with his research.

Dr. Bottalico, an assistant professor in the department of Speech and Hearing Science in the College of Applied Health Sciences, had his study, “Lombard effect, ambient noise and willingness to spend time and money in a restaurant,” published in *The Journal of the Acoustical Society of America* in September 2018.

The Lombard effect describes the unconscious attempt speakers make in noisy environments to maintain a level of speech that allows them to be understood. The objective of Dr. Bottalico’s study was to determine the minimum level of noise in a restaurant that initiates the Lombard effect.

Restaurant noise is a common complaint for diners, with some 25 percent saying they consider noise to be the most irritating component of eating out, according to a Zagat survey cited in the study. Using his undergraduate students, Dr. Bottalico simulated a restaurant setting in one of the SHS sound booths. “We used typical restaurant noise and we changed the level in a random way ... from a medium level to a very loud level,” he said.

What Dr. Bottalico found was that subjects reported a disturbance of their speech when noise reached 52.2 A-weighted decibels (dBA) and that vocal effort began to increase at 57.3 dBA. The sound level of speech increased as ambient noise increased. As background noise increased, it triggered a decrease in the willingness to spend time and money in that establishment. “After dinner, your throat is sore and you don’t understand why,” he said. “But the Lombard effect is an unconscious effect, so you

are not conscious of the fact that you are actually screaming. But your voice, your body and your physiology knows that. And I found that this particular effect was never studied in a restaurant and they were not studying it, correlating with the willingness to spend money.”

The Turin, Italy-born professor had done similar studies in the past understanding other aspects of the Lombard effect, including in classrooms, where the object was to construct the perfect learning environment in terms of how sound reverberates from the instructor speaking to the students.

What Dr. Bottalico found was that many classrooms in Europe had much slower reverberation times than in the United States, which led to sounds overlapping and much less clarity of what was being said, thus hampering comprehension by students. Armed with that data, he was particularly interested in how it translated in other settings, especially after seeing how it dovetailed with restaurants and a declining bottom line. “I used a similar protocol, but I changed the setting and I changed the noise,” he said.

Dr. Bottalico concluded that restaurants should have ambient noise levels of 50 to 55 dBA – a level much lower than current restaurants.



DR. PASQUALE BOTTALICO



He said when restaurants eclipse that figure, “it was starting to [indicate] a willingness to leave that place and also to spend less money to eat in that place. It was starting to create a disturbance in the communication.”

A PASSION FOR MUSIC AND VOICE

That disturbance is something Dr. Bottalico assiduously attempts to avoid. A trained opera singer who studied music and engineering at two different universities in Italy at the same time, he was in tune at an early age. “I come from a family that very much loves music,” he said. “But my parents come from a very blue-collar family so they didn’t have the opportunity or the time to study music when they were kids. I remember in my house there was always music playing and my father in particular was very attracted to classical music and opera. So I grew up learning about opera without knowing I was doing that.”

Dr. Bottalico earned his PhD in Metrology, studying acoustics with particular attention to the uncertainty of measurements and statistical analysis of data. For his dissertation, he investigated classroom acoustics.

The transition from music to his current vocation was seamless, Dr. Bottalico said, because when you’re a vocal performer “you need to understand the internal mechanisms you are using. When you are a voice student, it is an obsession because it is not like other instruments, when you can see what you are doing. If you are a piano player, and you have a hard passage, you will keep practicing that passage until your fingers are moving automatically and you are able to do that particular passage.” He is particularly interested in the professional voice user and singer techniques, as well as the definition and the quantification of vocal load.

“Vocal performers,” he said, “cannot study too much because you are your vocal instrument so you need to be very careful.” Because of that, he is sensitive to what straining to be heard — whether it’s in a restaurant or other setting — can do to a voice.

TAKING NEXT STEPS AND FINDING SOLUTIONS

Dr. Bottalico is treating this published study as a pilot and hopes to expand it to focus on an elderly population, especially since Champaign-Urbana is positioning itself as aging-friendly. “I have a doctoral student in audiology and she’s going to start to collect data next semester,” he said, “and the goal will be to create a different group with normal hearing and people with a moderate hearing loss and people with severe loss and try to understand better how this vulnerable population is affected by the problem.”

He said interventions for restaurants with noise problems range from easy to complicated arrangements, but brought up a pizza chain in London that employs domes over tables that keep conversation in and noise out, although the disadvantage is you cannot easily move the tables.

Another restaurant in Los Angeles uses an array of microphones in the ceiling that record noises in real time. That technique allows for a static noise environment that is not dependent on the number of patrons. “So I’m controlling the reflection by means of artificial acoustics and I can do whatever I want with it,” he said.

Changes can be as easy as changing a tablecloth to muffle sound. “It’s just a matter of being aware of the problem, and wanting to find a solution.” If there is a solution to be found, you can be assured that Dr. Bottalico’s voice will be heard.

PARTNERSHIP FOCUSES ON AUTISM

MICROSOFT KNOWS FIRST-HAND THE EXCELLENCE OF THE STEM DISCIPLINES AT ILLINOIS, THANKS TO ITS DIRECTOR OF UNIVERSITY RELATIONS, THREE-TIME ALUMNUS HAROLD JAVID. IN HOPES OF GAINING MORE OUTSTANDING EMPLOYEES, THE COMPANY FUNDED A YEAR-LONG INITIATIVE CALLED ACCESSIBILITY LIGHTHOUSE PROGRAM THAT SEEKS TO BUILD A CLEAR CAREER PATH FOR STUDENTS ON THE AUTISM SPECTRUM.

According to the A.J. Drexel Autism Institute, young adults with autism have the lowest rate of employment compared to young adults with other disabilities. Because people on the autism spectrum typically have difficulty with communication and social interactions, they may not perform well during conventional employment interviews. Indeed, the Drexel Institute found that young adults on the autism spectrum with the highest level of conversation skills are far more likely to have worked than those with the lowest conversation skills.

Companies are beginning to recognize that their hiring practices may be shutting out a large pool of talented individuals. In 2015, Microsoft launched a hiring program designed specifically to identify and recruit individuals on the autism spectrum who have the necessary qualifications to fill open positions.

I ILLINOIS

Microsoft

**ACCESSIBILITY
LIGHTHOUSE
PROGRAM**



Now the company is hoping to encourage more young adults on the autism spectrum to enter science, technology, engineering, and math, or STEM, fields, with an eye toward increasing the hiring pipeline of these students to Microsoft. To accomplish these goals, Microsoft has invested \$200,000 in the Accessibility Lighthouse Program, a year-long collaboration of the College of Applied Health Sciences, the Department of Computer Science, and The Autism Program, a community-focused program of the Department of Human Development and Family Studies and the Department of Special Education.

Launched in June, the program developed from conversations among Illinois alumnus and current Microsoft director of university relations Harold Javid, who earned three degrees in engineering, Katheryne Rehberg, associate director of the University's Office of Corporate Relations, and Pat Malik, director of the Division of Disability Resources and Educational Services (DRES), as well as a series of campus visits by Microsoft executives with faculty across campus.

In addition to recruiting more students on the autism spectrum to STEM fields, the program is funding the creation of a state-of-the-art digitally accessible classroom using Microsoft tools such as Office 365 and Translator. The Accessibility Lighthouse Project also provides for two graduate fellows in the College of Applied Health Sciences who are focused on increasing awareness of the importance of accessibility, and a graduate assistant in DRES who provides career support services to autistic students.

ACCESSIBILITY ADVOCATES

Both Megan Bayles and Tim Yang have experience in the area of disability, which spurred their interest in applying for the Microsoft Digital Accessibility Graduate Fellowship Program. Megan, a master's student in Dr. Wendy Rogers' Human Factors and Aging Laboratory, worked with people with disabilities and older adults as an undergraduate student in psychology at Florida State University. Among her research interests are the use of technology to address social isolation and technology acceptance. Tim is a doctoral student in Dr. Yih-Kuen Jan's Rehabilitation Engineering Research Laboratory. He began studying the design of wheelchairs for maximum comfort, health, and usability during his undergraduate studies in computer science at the University of Central Oklahoma. His current research seeks to leverage human factors engineering to develop user-centered smart wheelchairs.

As Lighthouse Program Fellows, Megan and Tim are enrolled in the Information Accessibility Design and Policy online certificate program offered by AHS, which consists of three courses on understanding disability and assistive technology, creating and procuring accessible electronic materials, and designing accessible web resources. They are applying their learning toward developing a manual to help professors make classrooms and courses more accessible and an instructional module about accessibility for new teaching assistants. Dr. Jeff Woods, director of the Center on Health, Aging, and Disability, says the role of the Fellows is that of accessibility advocates on campus. "Many people are not aware of the importance of digital access and of providing students with multiple ways to access course information," he said. "Even though the Lighthouse Program is targeting students on the autism spectrum, making courses more accessible will undoubtedly help other students as well."

In addition to increasing awareness, Tim and Megan will work with a professor to revise a course with accessibility in mind with the ultimate goal of assessing whether adjustments impact instructor and course evaluations.



MAKING THE TRANSITION TO WORK

Digital accessibility is the bailiwick of Dr. Jon Gunderson, coordinator of the DRES Accessible Information Technology Group. The Lighthouse Project included funding for part-time student workers to continue development of open source web accessibility evaluation tools including the AInspector Sidebar add-on for Firefox browser and Functional Accessibility Evaluator (FAE) 2.0. Dr. Gunderson is the primary software developer of the open source OpenAjax Accessibility Evaluation library used in AInspector Sideber and FAE 2.0 to evaluate web content for W3C Web Content Accessibility Guidelines (WCAG) 2.0 Level A and AA requirements.

DRES also received funding for a half-time graduate assistant to provide career services to students on the spectrum. Adrienne Pickett, a PhD student in educational policy studies, will serve in that position until the Lighthouse Program ends in June 2019. She is organizing workshops on career-related topics including disability disclosure and counsels individual students on how to improve their job application materials.

Last summer, Adrienne developed a survey about summer employment for students served by DRES. Pat Malik says it's important for people with disabilities, including autism, to experience what it's like to be an employee.

"Some of our students haven't had the opportunity to flip burgers at a fast-food restaurant or serve as lifeguards at the community pool," she said, "so they haven't had the opportunity to find out what is expected in order to get a paycheck, things such as getting to work on time, working with coworkers you don't like, persevering when work is boring, and so on."

Dr. Malik says about 125 students on the autism spectrum are currently registered with DRES and seek many of the same services accessed by other students with disabilities, such as individual therapy to cope with social struggles or academic coaching to help them organize course materials and prioritize assignments. Since not all students on the spectrum register with DRES, Dr. Malik believes it is important to educate career service providers across campus about working with autistic students. DRES is working with The Autism Program and The Career Center at Illinois to offer a campus-wide workshop on employing people with autism this spring.

She also views the Lighthouse Program as an opportunity to learn more from Microsoft about supporting people with autism. Through peer mentoring, team building exercises, organized social events, and other special programs, she says the company "walks the walk" when it comes to having a diverse workforce in which employees with autism and other disabilities are fully integrated. She is looking forward to continuing the collaboration that was initiated through the Accessibility Lighthouse Program to identify and develop new ways of helping students with disabilities make the transition to employment.



MY STORY IS
ABOUT PEOPLE.

TARA SCANLAN



DISTINGUISHED ALUMNI AWARD RECIPIENT TARA SCANLAN CREDITS PHYLLIS HILL AND RAINER MARTENS FOR HER PIONEERING SPIRIT.

When Tara Scanlan came to the University of Illinois in 1965, there were three career options for women: teacher, nurse, and secretary. A longtime athlete who had played field hockey, basketball, and lacrosse as a high school student, Tara opted for teacher and enrolled in the Physical Education for Women degree program. There, she met two extraordinary people who changed the course of her life.

In accepting the 2018 College of Applied Health Sciences Distinguished Alumni Award, Dr. Scanlan, now a professor emeritus and research professor in the Department of Psychology at UCLA, credited Dr. Phyllis Hill with her love of teaching and Dr. Rainer Martens with her love of research. "[Dr. Hill] taught my first lecture as a freshman. It ignited me right then. BOOM! This is what I want to do; this is how I want to do it. I want to teach at the college level and I want to make the impact that this woman has on students," she said.

Tara completed a senior honors thesis on motor learning and perception and was encouraged to remain at Illinois for graduate studies. She was Dr. Martens' first doctoral student in a new field he was developing that would eventually be called sport psychology. Because there was little research on the social and emotional aspects of sports participation, she augmented her studies on motor learning and perception with classes in social psychology, motivation and emotion, and industrial and organizational psychology. "Anything, in pursuit of research that would help us build a knowledge base," she said.

UCLA was looking for someone to build their program in motor learning. Tara convinced them that what they really needed

was a program in the social psychology of motor behavior. She built an extraordinary career there, and her influence on developing the field of sport psychology has been significant and widely cited. Of those early days, she said, "We set the research agenda and standards for others to follow. We launched and led organizations. We founded journals and served as editors and editorial board members. We developed courses, curricula, and programs. We taught and mentored undergraduate and graduate students and post-doctoral fellows."

She also had a major impact on the broadening of research methodologies used in scientific research. She was the first to use both qualitative and quantitative methods in psychology in a study of elite figure skaters. She developed the Sport Commitment Model, which identifies five key factors related to the decision to continue participating in sports, and the Scanlan Collaborative Interview Method, which uses interview data to develop test, and expand psychological theory.

Today, she directs the International Center for Talent Development at UCLA, which is dedicated to understanding and facilitating the development of talent across a diverse range of skill levels and talent domains, including art, business, dance, education, music, and sport. Her own talent—for teaching, mentoring, and pioneering—grew at Illinois, where, she said, "I was surrounded by fun, talented, motivated fellow students and wonderful, caring, gifted teachers." She continued, "As students, we were held to high standards and we were always in the middle of inventing things. This made us confident. This made us proud. When people knew you were from Illinois, they knew that meant something."

A JOURNEY TO EMPOWERMENT



KEVIN FRITZ HEARD THE WORD “CAN’T” FREQUENTLY WHEN HE WAS A CHILD. TODAY, HE IS AN ACCOMPLISHED ATTORNEY IN A PRESTIGIOUS CHICAGO LAW FIRM. HE DESCRIBED HIS JOURNEY TO INDEPENDENCE IN ACCEPTING THE 2018 HAROLD SCHARPER AWARD FROM THE DIVISION OF DISABILITY RESOURCES AND EDUCATIONAL SERVICES.

Kevin Fritz’s disability made his childhood difficult. People noticed his wheelchair before they noticed him. The severity of his disability made it impossible for him to perform the tasks of daily living for himself, and he was often hospitalized with intense illnesses. Despite all of this, he had a strong will to succeed.

So when his health finally stabilized during high school, his thoughts immediately turned to taking advantage of opportunities. It was the first time he felt empowered in his life. “That was the first time I truly felt authority or power to do something,” he said. “And I did. I immersed myself in academics. I tried to learn things. I tried to become more articulate, sensitive, ambitious.”

In his junior year, he came across an article in *New Mobility* magazine that listed the top ten universities for people with disabilities. What intrigued him most about the article were the photos of people in wheelchairs. “They were doing things, going to classes, wearing clothing that wasn’t from a hospital. It was fascinating,” he said.

The University of Illinois was at the top of the list. Although this Pennsylvania resident wasn’t even sure where Illinois was, he called the Division of Disability Resources and Educational Services (DRES) and spoke with Susann Sears, who now directs the Beckwith Residential Support Services program for people with severe physical disabilities who require personal assistants. She recommended a campus visit. “She said I could take a tour on a special bus that was accessible and see the place where I would live with other students and get care,” he said. “That was the second time in my life that I felt empowered.” His father drove him 12 hours for the visit. The ride home was quiet, with Kevin feeling “shell-shocked and elated.” His father broke the silence, saying, “Kevin, if you can get in, you can go.”



Scharper Award recipient Kevin Fritz is flanked by Susann Sears, director of Beckwith Residential Support Services (left), and Pat Malik, director of the Division of Disability Resources and Educational Services.



THAT WAS THE FIRST TIME I TRULY FELT AUTHORITY OR POWER TO DO SOMETHING, AND I DID. I IMMERSSED MYSELF IN ACADEMICS. I TRIED TO LEARN THINGS. I TRIED TO BECOME MORE ARTICULATE, SENSITIVE, AMBITIOUS. –KEVIN FRITZ

At Illinois, Kevin learned how to maximize his quality of life. He credits Susann in particular with igniting a fire in him to push back when people said no. “She fought for me to change what is commonplace,” he said. “I have rights. I’m allowed to be here. I deserve to be here.”

He seized opportunity after opportunity, becoming the first student with a known physical disability to be elected to the Illinois Student Senate, which he also chaired, and to serve as director of the Illini Union Board. A student in Community Health, he served as president of Future Health Care Executives, the largest student organization in the College of Applied Health Sciences, and of the rehabilitation service fraternity Delta Sigma Omicron. He landed coveted internships with then-Senator Barack Obama and with Lynne Barnes, vice president of hospital operations at Carle, who encouraged Kevin to apply his analytical mind and passion to law school.

During his studies at Washington University School of Law, he served as the primary editor of the Washington University *Journal of Law & Policy*, as a board member of Wiley Rutledge Moot Court, and as executive director of advocacy for the National Association of Law Students with Disabilities. He won several mock trials as well as an Excellence in Oral Advocacy Award. As an associate in the firm Seyfarth Shaw LLP, he counsels clients on a wide range of employment issues. His courtroom experience covers the full spectrum of litigation. He co-chairs the firm’s All Abilities Affinity Group, which focuses on inclusion in the workplace, and speaks extensively on disability and diversity issues throughout Chicago.

Looking back on his days at Illinois, Kevin is grateful for the many opportunities that he had through his affiliations with AHS and DRES. He considers the University of Illinois to be a mechanism that allows people to master their lives, adding that he is very honored and proud to have mastered his own.

I HAVE RIGHTS. I’M ALLOWED TO BE HERE. I DESERVE TO BE HERE.

THE PROS AND CONS OF BEING PLAYFUL



BEING PLAYFUL CAN HAVE A SIGNIFICANT POSITIVE IMPACT ON COPING WITH STRESS, BUILDING RESILIENCE, AND AVOIDING BOREDOM. BUT FOR CHILDREN, ESPECIALLY BOYS, IT CAN ALSO LEAD TO OSTRACISM AND PUNISHMENT. HOW CAN WE ENCOURAGE CHILDREN TO BE PLAYFUL BUT NOT DISRUPTIVE? HOW CAN WE EDUCATE ADULTS ABOUT THE IMPORTANCE OF PLAYFULNESS AND THE DANGER OF STEREOTYPES?

Scientists have long known that play is essential to children's development and well-being. Unstructured or free play time contributes to physical, cognitive, social, and emotional growth. Unfortunately, several societal and educational trends have restricted opportunities for children to engage in imaginative free play. These include "helicopter" or overprotective parenting, budget cuts that led schools to eliminate recess and the arts, and legislation such as the No Child Left Behind Act that tied school funding to student outcomes, which were largely measured by standardized tests. In some cases, children simply live in neighborhoods that are too dangerous for unstructured outdoor play.



Dr. Lynn Barnett

Dr. Lynn Barnett of the Department of Recreation, Sport and Tourism has been studying the role of play in children's lives for more than 40 years. As a doctoral student in educational psychology at Illinois, she became convinced that children learned as much or more outside of the classroom as they did within it. "They learn about themselves, how to get along with others, and how to negotiate conflicts during out-of-school time," she said. "It's a huge learning lab out there, and it's not misspent time or idle time. I felt it was really valuable time."

At first, Dr. Barnett focused her research on the environments within which children play. She observed that there were always children who never became bored regardless of the environment and who always found some way to entertain themselves. That's when she shifted her focus to the children themselves and the concept of playfulness.

Over the years, she has found that playfulness is a fairly stable construct that is related to cognitive functioning. More playful children scored higher on measures of flexibility in thinking, enjoyment, positivity, and social skills, and they used play to deal with anxiety. But is there a downside to being playful or do playful children always get benefits that less playful children don't? To answer the question, Dr. Barnett followed 278 children from the first day of kindergarten to the last day of third grade.

Through second grade, playful boys and girls were viewed very positively by their classmates, who identified them as children with whom they'd like to play and spend time. "Suddenly, in third grade, it goes south for playful boys," Dr. Barnett said. "Now children are saying their playful classmates make it hard to be in class and get the teacher angry, and they don't want to have anything to do with them."

While classmates initially liked their playful classmates, teachers began rating playful boys negatively in the first grade, judging them to have poor social skills and to be less intelligent. As the children progressed from kindergarten to third grade and became more socialized into a school system that values rules, conformity, and obedience, they appeared to adopt the teachers' perspective.

Playful girls did not suffer the negativity expressed toward playful boys, who were labeled "class clowns." This finding is consistent with research that shows that girls are more appreciated by and receive less negative attention from teachers in general. Dr. Barnett hopes to extend this research by filming the children's behaviors. Are the boys truly being disruptive or are they being subjected to preconceived notions about how children should behave and respond to authority? While it's true that girls are more social and less physical in their play than boys, who tend to jockey for position based on power, status, and physical ability, Dr. Barnett believes it is important to base conclusions on actual rather than reported behavior.

"If the children really are disruptive, we have to teach them how to channel their energy," she said. "But if they're not, then we have to implement some educational strategies with teachers who may not even be aware that they have different expectations and perceptions based on gender."

Dr. Barnett's study, "The Education of Playful Boys: Class Clowns in the Classroom," was published in the March 2018 issue of *Frontiers in Psychology*.

RESEARCH BRIEFS



Dr. Flavia Andrade

Department of Kinesiology and Community Health



INCREASING EDUCATIONAL INEQUALITIES IN SELF-RATED HEALTH IN BRAZIL, 1998-2013

PLOS ONE, APRIL 30, 2018

The study analyzed associations between educational levels and poor self-rated health among adults in Brazil between 1998 and 2013 and found that Brazilians with less education were more likely to report poor health. Despite improvements in educational attainment from 1998 to 2013, the study found that the incidence of self-reported poor health did not decrease, and even rose a bit in 2013 among those with a primary or secondary education. This deserves attention, said Dr. Andrade, because most Brazilians are concentrated in these educational levels. She and her co-author found that access to health care, race, and the presence of chronic physical and neuropsychiatric conditions impacted perceptions of general health, as those without access to adequate health care, Brazilians who self-report being Black or multiracial, and those who report having hypertension, diabetes, heart disease, and depression were more likely to self-report poor health. Health inequalities by race and region highlight the need to improve the health of socially disadvantaged groups in Brazil, concluded the researchers, who also suggest that addressing chronic conditions and mental health may improve self-perceptions of health.



Dr. Sandraluz Lara-Cinisomo

Department of Kinesiology and Community Health



INCREASING DIAGNOSIS AND TREATMENT OF PERINATAL DEPRESSION IN LATINAS AND AFRICAN AMERICAN WOMEN: ADDRESSING STIGMA IS NOT ENOUGH

WOMEN'S HEALTH ISSUES, MAY-JUNE 2018, VOLUME 28 (3), PAGES 201-204

While 12 to 19 percent of women in the general population may experience major depression during pregnancy and the first year after birth, more than 40 percent of immigrant and US-born Latinas and nearly 30 percent of African American women may be affected by perinatal depression. Diagnosis and treatment for this disorder are less likely among Latinas and African American women. Poverty and lack of access to health care contribute to the problem, but the stigma of mental illness, distrust of mental health professionals and treatments, and cultural and religious beliefs also may inhibit help-seeking behavior. Dr. Lara-Cinisomo and her co-authors believe that trusted health care professionals such as obstetricians, family physicians, nurse practitioners, and midwives can be effective at reducing stigma, increasing diagnosis, and promoting effective treatment by educating women about their diagnosis and treatment options. The authors emphasize that treatment options that are affordable and culturally appropriate are equally important. They recommend increasing federal, state, and local funding to train providers in the screening of all perinatal women, increasing the number of mental health providers in underserved areas, and supporting the development of culturally sensitive interventions.



Dr. Brian Monson

Department of Speech and Hearing Science



DIFFERENTIAL RATES OF PERINATAL MATURATION OF HUMAN PRIMARY AND NONPRIMARY AUDITORY CORTEX

ENEURO, JANUARY 15, 2018, 5 (1)

Different regions of the brain mature at different rates, especially in early development. Knowing when specific sensory brain regions mature is critical to understanding susceptibility to external sensory influences and potential for vulnerability to injury. Dr. Monson led a research team that used diffusion neuroimaging to study the development of the primary auditory cortex and nonprimary auditory cortex in 90 very preterm infants. A control group of 15 full-term infants served as examples of uninterrupted fetal brain development. The research team's analysis revealed that changes in cortical microstructure that accompany cortical maturation occurred in the primary auditory cortex by 28 weeks and that rapid changes in the nonprimary auditory cortex were taking place between 26 and 42 weeks. Both regions appeared less developed at 40 weeks in the preterm infants than in the full-term infants. In a neurodevelopmental follow-up of the premature babies at age two, the researchers found that disruptions to the development of the nonprimary auditory cortex due to premature birth were associated with delays in speech and language development. The study supports the potential of diffusion neuroimaging to predict later language ability in preterm infants and may lead to interventions to ameliorate deficits.



Dr. Alessandro Rigolon

Department of Recreation, Sport and Tourism



WE'RE NOT IN THE BUSINESS OF HOUSING: ENVIRONMENTAL GENTRIFICATION AND THE NONPROFITIZATION OF GREEN INFRASTRUCTURE PROJECTS

CITIES, NOVEMBER 2018, VOLUME 81, PAGES 71-80

Investments in large green infrastructure projects (LGIPs) have contributed to displacing long-term low-income residents from surrounding neighborhoods. While many consider environmental gentrification to be an important environmental justice issue, most of the research has focused on quantifying the projects' contributions to gentrifying surrounding neighborhoods rather than investigating the planning processes that foster environmental gentrification. This study is the first to study the planning process with a deliberate focus on environmental justice. Many LGIP planning processes are led by nonprofits rather than municipal planning agencies. Dr. Rigolon and his co-author, Dr. Jeremy Németh of the University of Colorado-Denver's Department of Urban and Regional Planning, studied the planning process of the 606, a rails-to-trails project in Chicago that contributed to environmental gentrification. Through interviews with key actors and a review of planning documents, they found that the delegation of leadership to nonprofits has a number of drawbacks that give rise to gentrification, namely the fragmentation of efforts to develop economically viable LGIPs while also preserving affordable housing. The findings demonstrate the need for stronger coordination between park and housing advocates and the need for municipal planning agencies to play a significant role in advocating for development without displacement.

A CELEBRATION OF EXCELLENCE



DR. AMY WOODS, THE FIRST JAMES K. AND KAREN S. MCKECHNIE PROFESSOR IN THE COLLEGE OF APPLIED HEALTH SCIENCES, SAYS A PIVOTAL EVENT IN HER CHILDHOOD SET HER ON HER CAREER PATH.

When Dr. Amy Woods was in third grade, school was a place where you were expected to be quiet and inactive. It was 1968, and there was no organized physical education in her elementary school. One day, a day she still remembers vividly, a physical education major from nearby Newberry College visited the class. "And he stood at the front of the class and said, 'We're going to exercise.' And there was a charge in the air," she recalled. "That really was a pivotal moment for me."

That physical education major who led her class in jumping jacks may never know the impact he had on her, but Dr. Woods went on to become a physical education major herself at Winthrop College in Rock Hill, South Carolina. She earned a master's degree at the University of Tennessee and taught physical education in Newberry, South Carolina, for two years before pursuing her PhD in physical education instruction and curriculum at the University of South Carolina. She joined the Department of Kinesiology and Community Health in 2005 after teaching at Columbia College, St. Olaf College, and Indiana State University, and is currently the head of the department.

Last February, Dr. Woods' many professional accomplishments were celebrated as she was named the first James K. and Karen S. McKechnie Professor in the College of Applied Health Sciences.



DR. AMY WOODS

JAMES K. AND KAREN S. MCKECHNIE
PROFESSOR IN THE COLLEGE OF
APPLIED HEALTH SCIENCES



Through her research, publications, invited lectures, and conference presentations, she has become internationally recognized for her work on school-based physical activity and the career cycles of K-12 physical education teachers. Part of her research focuses on the support that is needed to sustain innovative practices in teaching. She also studies factors that contribute to teachers' self-efficacy, or their belief in their ability to succeed, as well as the power of productive reflection in professional development. Her findings have informed policies and practices in teacher education.

In the Pedagogical Qualitative Research Lab, which she co-directs with Dr. Kim Graber, Dr. Woods is investigating the benefits of recess. "You might look at recess as just an innocuous activity for children," she said, "but it's where they get a good bit of physical activity each day." She is specifically interested in whether recess yields more benefits before or after lunch. Current federal policy encourages physical activity before lunch because children waste less food. But her team's research into the impact of recess on physical activity, nutritional intake, body fat, and cognitive function calls that policy into question.

Dr. Woods, who is a Fellow of the National Academy of Kinesiology, says her ultimate goal is to help K-12 teachers promote health-enhancing physical activity that keeps children moving as much as reasonably possible in schools.

“ WE ARE INTENSELY PROUD OF OUR CONNECTION TO THIS UNIVERSITY. ”

James and Karen McKechnie graduated from the University of Illinois in 1970, he with a degree in chemistry and she with a degree in physical education. He went on to become an orthopedic surgeon with practices in Mattoon and Urbana-Champaign that were managed by Mrs. McKechnie. As avid skiers and swimmers, they have long known the benefits of physical activity in their own lives. But Dr. McKechnie said that as they age, "We have an increasingly direct appreciation of the role that physical fitness plays in our ability to continue as productive and mentally fit citizens."

The McKechnies are members of the President's Council and Chancellor's Circle, and their support has been enjoyed by the College of Liberal Arts and Sciences, Fighting Illini Athletics, and the University of Illinois library as well as AHS. They endowed the James K. and Karen S. McKechnie Lab of the AHS Center on Health, Aging, and Disability, located in the Khan Annex. Mrs. McKechnie serves on the AHS Board of Visitors.

In endowing the James K. and Karen S. McKechnie Professorship in the College of Applied Health Sciences, they hope to contribute to and continue the longstanding tradition of excellence for which the University is known. Dr. McKechnie lauded Dr. Woods' selection as the inaugural recipient, saying, "I'll be eager to learn of the contributions Dr. Woods makes in maximizing our human potential and assisting us with making the most productive, most comfortable, and most enjoyable use of the time that each of us has allotted to us in this world."

AWARDS + HONORS

FACULTY AND STAFF



DAVID KUEHN

HONORS OF THE ASSOCIATION AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION

Dr. David Kuehn, professor emeritus in the Department of Speech and Hearing Science, was awarded Honors of the Association, the highest award bestowed by the organization, in recognition of his distinguished contributions to the discipline of communication sciences and disorders.

Dr. Kuehn adapted the continuous positive airway pressure, or CPAP, therapy typically used to treat sleep apnea to the treatment of hypernasal speech that often accompanies cleft palate, neuromotor disorders, and other impairments. He also co-developed methods for using magnetic resonance imaging to study velopharyngeal anatomy and physiology, and his work on cleft lip and palate had a significant impact on basic and applied research.

Dr. Kuehn also received a Distinguished Service Award from the American Cleft Palate-Craniofacial Association in 2018.



STEVE PETRUZZELLO

FELLOW NATIONAL ACADEMY OF KINESIOLOGY

Dr. Steve Petruzzello, professor and associate department head for graduate studies in the Department of Kinesiology and Community Health, was elected a Fellow in the National Academy of Kinesiology, the highest honor given within the field. The honor recognizes sustained and distinguished contributions over an extended period of time.

Dr. Petruzzello directs the Exercise Psychophysiology Laboratory and is a research scientist with the Illinois Fire Service Institute. His research focuses on the mechanisms underlying the effects of exercise on emotional health, affect, and cognition. He also investigates the physiological and psychological aspects of firefighting.



AMY WOODS

2018 CURRICULUM AND INSTRUCTION HONOR AWARD SOCIETY OF HEALTH AND PHYSICAL EDUCATORS [SHAPE AMERICA]

Dr. Amy Woods, James K. and Karen S. McKechnie Professor and head of the Department of Kinesiology and Community Health, received the 2018 Curriculum and Instruction Honor Award. She works to improve school-based physical activity and to understand and enhance the career development of elementary- and secondary-level physical education teachers through research on factors that contribute to teacher self-efficacy, including productive reflection and professional development.



WEIMO ZHU

2018 DISTINGUISHED SERVICE AWARD SOCIETY OF HEALTH AND PHYSICAL EDUCATORS [SHAPE AMERICA]

Dr. Weimo Zhu, professor in the Department of Kinesiology and Community Health, received the 2018 Distinguished Service Award. He is an international authority on measurement theory in the field of kinesiology and has made significant contributions to the measurement of physical activity, especially in the areas of child fitness, workplace activity, and aging. He has served as editor-in-chief of the journal *Research Quarterly for Exercise and Sport* since 2013 after editing the journal's measurement section from 1999-2005, and currently serves as a member of the editorial board for nine other scholarly journals.



EHUD YAIRI

CERTIFICATE OF DISTINCTION AND APPRECIATION TEL AVIV UNIVERSITY'S STEYER SCHOOL OF HEALTH PROFESSIONS AND SACKLER FACULTY OF MEDICINE

Dr. Ehud Yairi, professor emeritus of the Department of Speech and Hearing Science, received the Certificate of Distinction and Appreciation. Bestowed in conjunction with the 50th anniversary of the School's Department of Communication Disorders, the award recognizes his continuous commitment, dedication, and eminent contribution to the advancement of research in speech and hearing science, as well as the establishment in 1998 of the Ehud and Janie Yairi Fund to support doctoral student research in the Department.



BOB ESPESETH

OUTSTANDING CITIZEN VOLUNTEER OF THE YEAR ILLINOIS ASSOCIATION OF PARK DISTRICTS

Dr. Bob Espeseth, professor emeritus of the Department of Recreation, Sport and Tourism, was named the Outstanding Citizen Volunteer of the Year in recognition of his more than 45 years of volunteer service to the Champaign County Forest Preserve District. In his roles as an elected official and foundation board member for the district, he played a significant role in establishing and caring for nearly 4,000 acres of preserves, the Museum of the Grand Prairie, and the newly established Kickapoo Rail Trail.

COLLEGE AWARDS



ACADEMIC PROFESSIONAL EXCELLENCE AWARD

Tina Klebek

Academic Affairs Records Officer
College of Applied Health Sciences



EXCELLENCE IN GRADUATE AND PROFESSIONAL TEACHING AWARD

Cynthia Johnson

Associate Professor, Director of Graduate Studies
Department of Speech and Hearing Science



EXCELLENCE IN GRADUATE STUDENT MENTORING AWARD

Kim Shinew

Professor
Department of Recreation, Sport and Tourism



EXCELLENCE IN GUIDING UNDERGRADUATE RESEARCH AWARD

Marni Boppart

Associate Professor
Department of Kinesiology and Community Health



EXCELLENCE IN ONLINE TEACHING AWARD

Mike Raycraft

Clinical Associate Professor
Department of Recreation, Sport and Tourism



EXCELLENCE IN UNDERGRADUATE ADVISING AWARD

Patty Pyrz

Undergraduate Advisor
Department of Recreation, Sport and Tourism



EXCELLENCE IN UNDERGRADUATE TEACHING FACULTY AWARD

Andiana Schwingel

Associate Professor
Department of Kinesiology and Community Health



EXCELLENCE IN UNDERGRADUATE TEACHING SPECIALIZED FACULTY AWARD

Susan Farner

Lecturer
Department of Kinesiology and Community Health



EXCELLENCE IN UNDERGRADUATE TEACHING TEACHING ASSISTANT AWARD

Brynn Adamson

Teaching Assistant Professor
Department of Kinesiology and Community Health



EXCELLENCE IN UNDERGRADUATE TEACHING TEACHING ASSISTANT AWARD

Martha Sherrill

Graduate Teaching Assistant
Department of Speech and Hearing Science



PHYLLIS J. HILL FACULTY AWARD FOR EXEMPLARY MENTORING

Steve Notaro

Teaching Associate Professor
Department of Kinesiology and Community Health



STAFF EXCELLENCE AWARD

Mindy Rick

Administrative Aide, Director's Office
Division of Disability Resources and Educational Services

CAMPUS AWARDS



CHANCELLOR'S ACADEMIC PROFESSIONAL EXCELLENCE (CAPE) AWARD

Jonathan Thomas Stagg

Access Specialist/Licensed Clinical Psychologist
Division of Disability Resources and Educational Services



EXCELLENCE IN UNDERGRADUATE TEACHING TEACHING ASSISTANT AWARD

Brynn Adamson

Teaching Assistant Professor
Department of Kinesiology and Community Health



EXCELLENCE IN UNDERGRADUATE TEACHING SPECIALIZED FACULTY AWARD

Susan Farner

Lecturer
Department of Kinesiology and Community Health

NEW FACULTY IN AHS

SIX SCHOLARS JOINED THE COLLEGE LAST FALL BECAUSE OF ITS REPUTATION FOR OUTSTANDING INTERDISCIPLINARY RESEARCH, COMMITMENT TO STUDENT LEARNING, AND SUPPORT FOR NEW FACULTY.



SUSAN AGUIÑAGA

Assistant Professor
Department of Kinesiology and Community Health

As a postdoctoral research associate in the Department of Kinesiology and Community Health since 2016, Dr. Aguiñaga has been investigating relationships among cognition, exercise, and quality of life in older adults. She completed her PhD in Kinesiology, Nutrition, and Rehabilitation Sciences at the University of Illinois at Chicago. Her research addresses the role of physical activity in reducing health disparities related to cognitive and dementia-related diseases. In 2017, she received an Alzheimer's Association Research Fellowship to Promote Diversity grant for a study that is examining physical activity, sedentary behavior, and cognitive, physical, and psychosocial outcomes in racially and ethnically diverse older adults attending adult day care centers in central Illinois and Chicago.



MARY FLAHERTY

Assistant Professor
Department of Speech and Hearing Science

Dr. Flaherty joined the Department of Speech and Hearing Science from a postdoctoral fellowship in the Human Auditory Development Laboratory of Boys Town National Research Center. Her NIH-funded research focuses on how speech understanding in complex environments matures as children gain experience with speech and language. Specifically, she is studying how children with and without hearing loss develop the ability to use voice characteristics to understand speech within a multi-talker environment. Not only will her research increase understanding of why children have difficulty perceiving speech in complex environments, it also will advance the development of evidence-based clinical interventions for children with hearing impairments. Dr. Flaherty's PhD in Cognitive Psychology is from the State University of New York at Buffalo.



DOMINIKA PINDUS

Assistant Professor
Department of Kinesiology and Community Health

Dr. Pindus completed her PhD in Physical Activity, Public Health, and Cognition at Loughborough University in Leicestershire, United Kingdom. She held postdoctoral research positions in the Department of Public Health and Primary Care at the University of Cambridge in England and in the Department of Psychology at Northeastern University, where her research focused on the relationship between physical activity and cognitive control in preadolescents. She also investigated relationships among sedentary time, physical activity, and working memory. She will focus her future research on understanding the physiological mechanisms that underlie the effects of physical activity on executive function in children who are overweight and obese as well as the general population of children.



KEVIN RICHARDS

Assistant Professor
Department of Kinesiology and Community Health

Dr. Richards' research addresses physical education teacher socialization. He has examined such issues as stress, burnout, and perceived mattering, the psychological tendency to perceive the self as significant to other people. He recently co-edited the first book on teacher socialization in physical education to be published in nearly 30 years. At Purdue University, he completed both a PhD in Health and Kinesiology and a postdoctoral research appointment in the Center for Instructional Excellence. He went on to a teaching position at Northern Illinois University, and has been an assistant professor at the University of Alabama since 2015. In 2017, he was awarded the Mabel Lee Young Professional Award by SHAPE America.



CHELSEA SINGLETON

Assistant Professor
Department of Kinesiology and Community Health

After completing her PhD in Epidemiology at the University of Alabama at Birmingham, Dr. Singleton joined the Institute for Health Research and Policy at the University of Illinois at Chicago as a USDA AFRI Postdoctoral Research Fellow. Her research focuses on nutrition and health, with a particular focus on how the retail food environment and food purchasing behavior influence dietary intake and chronic disease risk among low-income minority populations. She hopes to reduce health disparities by using epidemiological research methods and community-based participatory research methods to examine access to and the purchase and consumption of healthy foods. Among her current projects is an examination of farmers' market usage among low-income African Americans in Chicago.



JULIAN WOOLF

Assistant Professor
Department of Recreation, Sport and Tourism

Dr. Woolf joined AHS from a position as an assistant professor in the Department of Exercise Science, Health Studies, Physical Education and Sport Management at Adelphi University. His research examines the relationship between sport and health, focusing on such issues as optimizing positive outcomes and minimizing negative outcomes of sport participation, doping in sport, and the use of sport for development, particularly in relation to managerial and policy issues that impact health outcomes. His ultimate goal is to develop models that describe and explain the ways in which sport influences and promotes health. Dr. Woolf's PhD in Kinesiology, with a focus on Sport Management, is from the University of Texas at Austin.

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Courtney Malcolm, Advanced Media Specialist
College of Applied Health Sciences

IT'S NEVER BEEN EASIER TO KEEP UP WITH THE COLLEGE OF APPLIED HEALTH SCIENCES AT ILLINOIS! FOR ALL THE LATEST NEWS ABOUT EVENTS, RESEARCH, STUDENT HAPPENINGS, AND ALUMNI GATHERINGS, SOCIAL MEDIA IS THE PLACE TO HEAR IT FIRST.

You can find AHS across all the major social media networks, including Facebook, Instagram, Twitter, LinkedIn, YouTube, and Snapchat. Don't have an account? Not to worry! Most platforms, including Facebook, allow anyone to check in on our College's page. Just follow the link below to find us, bookmark the page, and visit often to read up on everything we've got going on.

To give you a taste of what you'll see and read across our social media pages, check out the posts we've highlighted for you here. Want to chime in? Sign into your account to leave us a comment or question or give us a "like" on any of our posts.

Wondering about the community that follows us online? We've compiled some data on the makeup of our followers, from what they're into to where they're from. Whether you're a graduate of one of our programs, a parent of a student or alumni, or a friend of the College, we'd love to have you follow along on social media!

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WHO'S FOLLOWING AHS?

AHS FACEBOOK

69% are women

46% are 25-34 years

31% are 35+ years

LOCATION

Top 5 Countries

US

India

Algeria

Egypt

Brazil

Top 5 Cities (In Illinois)

Chicago

Champaign

Urbana

Naperville

Peoria

Top 5 Cities (Outside Illinois)

St. Louis, MO

Los Angeles, CA

Denver, CO

New York, NY

Minneapolis, MN

AHS TWITTER

61% are women

LOCATION

Top 5 States

Illinois (73% of followers)

California (3%)

Florida (2%)

Texas (2%)

Indiana (1%)

INTERESTS

Dogs

Weather

Technology news

Science

Sports news

AHS INSTAGRAM

68% are women

45% are 18-24 years

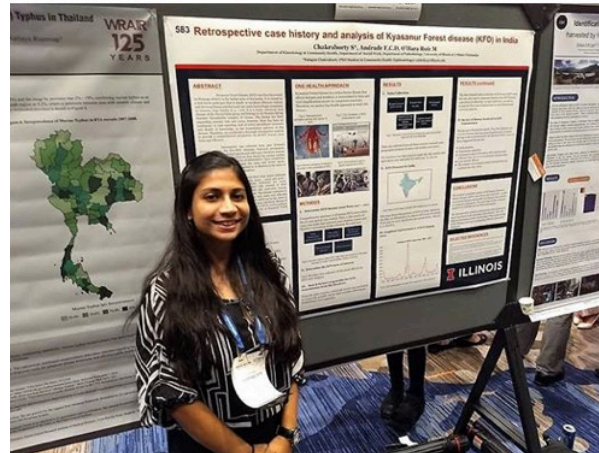
32% are 25-34 years

POPULAR FACEBOOK POSTS

College of Applied Health Sciences at Illinois February 14 · 🌐

Our graduate and PhD students have the opportunity to study, research, and publish in the fields that interest them most. Sulagna Chakraborty, a PhD student in Community Health, recently published a paper on KFD disease. She had the opportunity to present the abstract of her publication at the American Society of Tropical Medicine & Hygiene this past October.

As a PhD student interested in studying infectious disease epidemiology, vector-borne diseases, social and environment... [See More](#)



33 12 Comments 2 Shares

College of Applied Health Sciences at Illinois shared a post. February 7 · 🌐

AHS alum Eva Schmidt, a customer service executive for the [Chicago Blackhawks](#), explains how getting her Master's in Recreation, Sport and Tourism helped further her career in sports.

Check it out!



534 Views

Department of Recreation, Sport and Tourism at Illinois February 6 · 🌐 [Like Page](#)

Watch how getting a Master in RST from the College of Applied Health Sciences at Illinois helped Eva Schmidt, Customer Service Executive for the Chicago Blackhawks, further her career.

Learn more about the Online Master's in RST: <http://rst.illinois.edu/rst-online>

POPULAR TWEETS

College of AHS @AHSIllinois · Feb 6

Congratulations, @IlliniMBB! 🎉

Illinois Athletics @IlliniAthletics Incredible night inside State Farm Center ⚡️ "Illini Defeat No. 9 Michigan State" #Illini | #EveryDayGuys

33

College of AHS @AHSIllinois · Jan 31

It's still really cold out there, but... wow, does @Illinois_Alma sure know how to do a sunrise.

University of Illinois

1 59 442

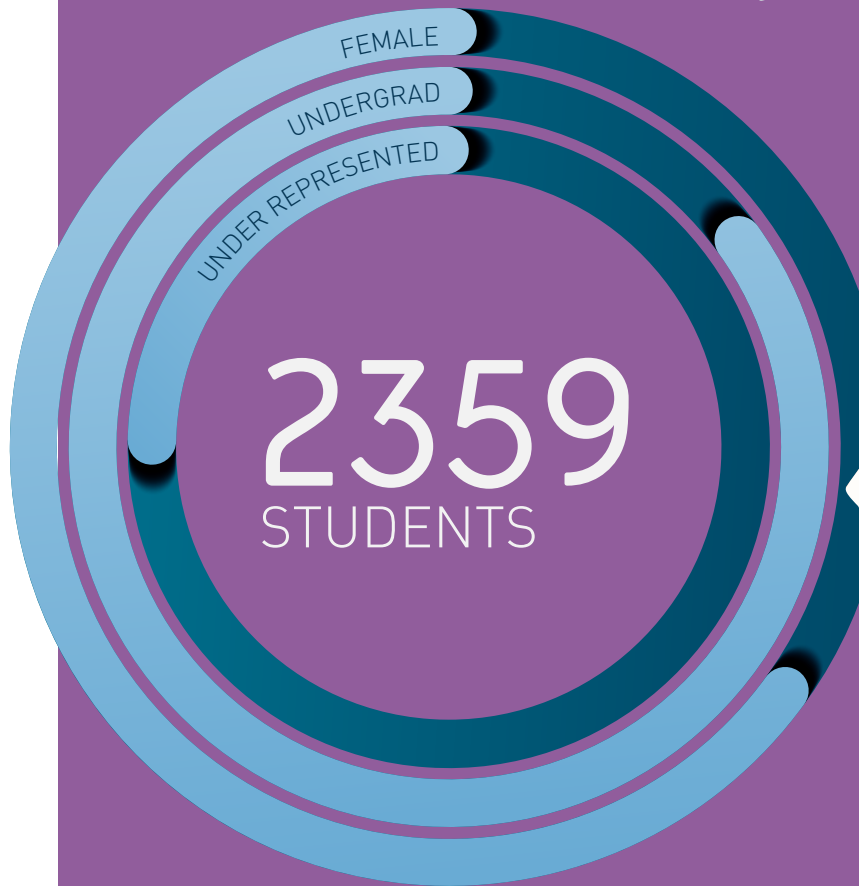
POPULAR INSTAGRAM POSTS

ahsillinois College of Applied Health Sciences at Illinois

9 likes

ahsillinois Are you more NUTS about Illinois than this #IllinoisSquirrel? There's a quiz to find out! [more](#)

2018-2019
AHS_BY THE NUMBERS

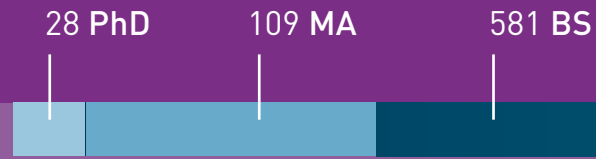


67%
 OF AHS STUDENTS
 ARE WOMEN

27%
 OF AHS STUDENTS
 ARE FROM
 UNDERREPRESENTED
 GROUPS

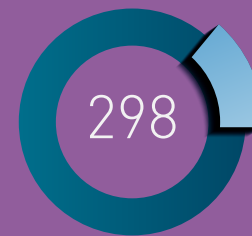


86%
 OF AHS STUDENTS
 ARE UNDERGRADUATES



718
 2017-2018
 DEGREES GRANTED

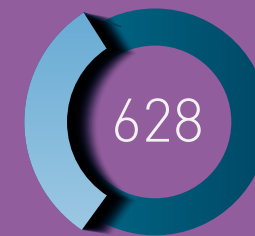
2038 STUDENTS ARE UNDERGRADUATES



FRESHMAN



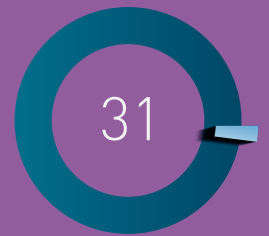
SOPHOMORE



JUNIOR

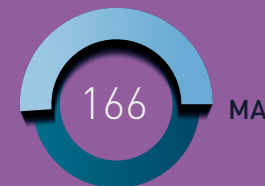


SENIOR



NONDEGREE

321
 STUDENTS ARE
 GRADUATES/
 PROFESSIONALS



MA



PhD



NONDEGREE

90%
 OF AHS GRADUATES

SECURED
 A FIRST
 DESTINATION

WITH

35%
 SECURING JOBS
 AND

55%
 CONTINUING EDUCATION



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