

LIFE360

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WITH HONORS

Meet 150th Anniversary
Professor David Rollock
and other acclaimed
HHS teachers



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LIFE360

COLLEGE OF HEALTH & HUMAN SCIENCES FALL 2018



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HHS celebrates our outstanding teachers. 150th Anniversary Professor David Rollock (on the cover) and other award-winning teachers share their path to the front of the classroom and the passion, creativity and hard work that earned them top marks. (Photo by Brian Powell)

ABBREVIATION LEGEND

CSR	Consumer Science
HK	Health and Kinesiology
HSCI	Health Sciences
HTM	Hospitality and Tourism Management
HDFS	Human Development and Family Studies
NUR	Nursing
NUTR	Nutrition Science
PSY	Psychological Sciences
SLHS	Speech, Language, and Hearing Sciences

FIRST IMPRESSIONS

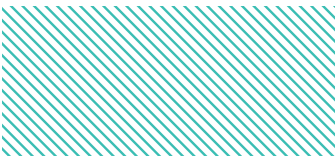


Photo by MGMarshall Photography

Hello! I am thrilled and honored to be selected as the next dean of the College of Health and Human Sciences. I hope this message will be the start of an extended conversation with HHS alumni and friends as I strive to build on the tremendous success of Dean Ladisch. I am excited to continue Purdue's long tradition of academic excellence and strong commitment to making a first-rate education more accessible.

I join the University as it celebrates its sesquicentennial and plans a future

filled with giant leaps in solving global problems. I will soon start to work with faculty, staff and students on a strategic planning process to develop the next vision for the College of Health and Human Sciences. I see tremendous potential for HHS to make groundbreaking discoveries in areas such as digital health and wellness, optimal nutrition and obesity prevention, and vital longevity and end-of-life care, but I am eager to hear all of your ideas. I look forward to taking the next giant leaps with you.

As the daughter of a university professor who grew up in college towns (Canyon, Texas, and Manhattan, Kansas), I am already

enjoying living in West Lafayette. I am impressed by the creative, collaborative and friendly people I have met both at Purdue and in the community. As I join the Purdue and HHS families, I am accompanied by my husband, Andrew, an avid runner and fellow clinical psychologist, and our three (small!) dogs. We hope for frequent visits from our young adult daughters, one a sophomore psychology major at Scripps College and one a recent mathematics/economics graduate of Oberlin College working as a research assistant at the Federal Reserve in Washington, D.C.

I am so excited to lead this diverse, vibrant and dynamic college devoted to the idea of making lives better. As a child clinical psychologist, I have always believed in the importance of training practitioners and scientists, with the ultimate goal of improved quality of life and health for us all. My own research focuses on adolescents' peer relationships and how they use digital communication, including text messaging and social media. I am an enthusiastic teacher and love working with students at all levels in a variety of settings. As much as I enjoy research and teaching, I realized years ago what brings me the greatest joy is investing in developing other people: helping students soar, faculty members flourish, staff excel, and supporting all of us in inventing our own best lives.

Hail Purdue!

Marion K. Underwood

Marion K. Underwood
Dean

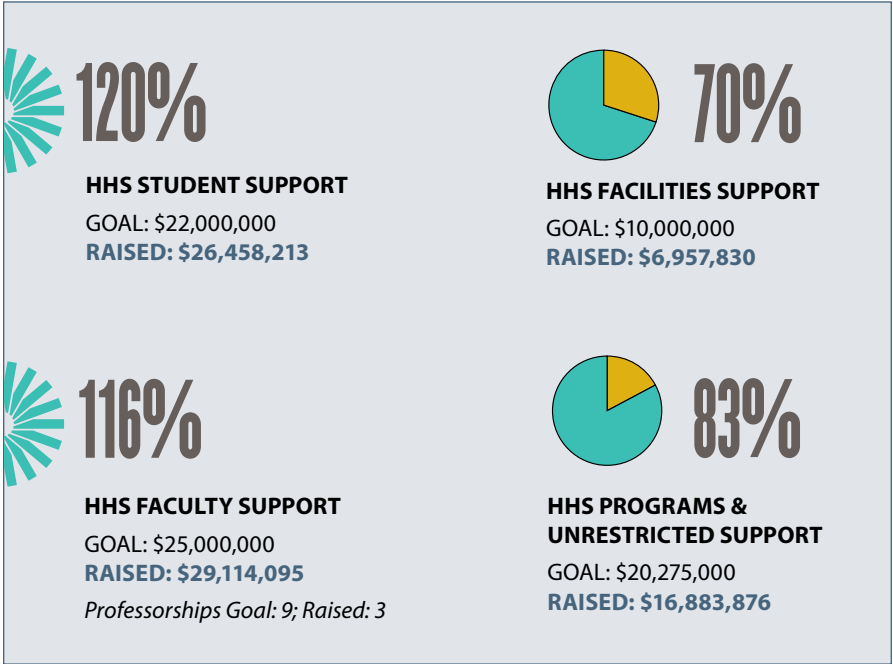


COLLEGE OF HEALTH AND HUMAN SCIENCES

Thanks to the generosity and continued enthusiasm of alumni and friends, contributions to *Ever True: The Campaign for Purdue University* rose to \$1.964 billion toward its \$2.019 billion goal.

These gifts are expanding opportunities for students and faculty. The campaign concludes June 30, 2019 — during the University's 150th anniversary year. Please consider partnering with us to support scholarships, study abroad, faculty and additions to our facilities, as well as life-changing research programs including healthy aging, public health, autism spectrum disorder, and health and wellness.

With one year left in the campaign, HHS will finish strong with your support. Thank you!



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For more information about how you can support the College of Health and Human Sciences, please contact the HHS Office of Advancement at 765-494-7890 or hhsalums@purdue.edu.



CULINARY EXPERIENCE TRANSCENDS REALITY

HTM students serve as magician's
assistants for Scott Silven's 'At the
Illusionist's Table'

By Elizabeth Gardner



The ingredients of the evening melded and married — some subtle and others striking, but each playing an important role in the creation of something extraordinary. The service, food and performance worked in concert to stimulate guests' senses and transport them through memories and in-the-moment magic.

Scott Silven's "At the Illusionist's Table," an immersive dining experience and illusionist show, in February added the John Purdue Room in Marriott Hall to its list of venues made up of Michelin-star restaurants and renowned theaters.

For each of six evenings — seven shows in all — a new group of Purdue students worked in the kitchen and served the guests, maintaining the illusion of effortlessness and providing a carefully planned background to Silven's mentalism and magic.

"The idea of emotional memory is closely tied to food. Taste, drink, smell take us back to a moment in time. This is a powerful thing," Silven says.

After a celebrated off-broadway run, Silven chose Purdue as part of his world tour because of the acclaim of its top-ranked hospitality and tourism management program and the skill of chef Ambarish Lulay, a silver medalist at the Culinary Olympics.

"The guests will see extraordinary things, and the food and service should match," Silven says.

Silven, who had previously performed large-scale shows for stage and screen, says he wanted to create an experience that offered less of a barrier between himself and the audience. An intimate dinner party offered natural interaction and new ways to influence and entrance his guests.

A student staff

It was a rare opportunity for students, says Lulay, who also is a clinical professional instructor in Purdue's School of Hospitality and Tourism Management.

"When Purdue Convocations presented the idea, I thought it was really, really cool," he says. "Very rarely do we have the opportunity to provide a true fine-dining experience. The students' normal lab was turned upside down, and they became part of a performance. It is neat to see them measure up."

The performances took the place of a portion of the Introduction to Restaurant Management and Advanced Food Service Management courses. In these classes, students plan and open a restaurant, and each rotates through positions as chef, kitchen manager, front of house manager, server and cook.

Opposite: Illusionist Scott Silven sits at a table in the John Purdue Room as Magdolene DeVoe (HTM '16) fills his water glass. | Top: Chef Ambarish Lulay sears duck breasts as students watch. (All photos by Brian Powell)



“Every night new students assisted with the event, plating and serving each course,” Lulay says. “We had no time to work out kinks.”

Three Purdue staff members, including Lulay, assisted the kitchen crew of six students and 12 student servers. As an event, the service for 24 was small, but the required attention to detail was beyond anything the students had experienced before, Lulay says.

“Synchronization was the key to the experience,” he says. “We had specific cues for when to bring out the courses and rehearsed the service. Two minutes here or there could ruin something in the show.”

In the immersive experience every detail matters — the warm, soft light of flickering candles, the earthy smell of mushrooms and coffee grounds, smoke wafting as a dome lifts to reveal the main course, the smooth taste of Scotch. All were entwined with the illusions of the show.

“Our mission is education, and we have a restaurant run by students, some of whom have never served before. But our students are phenomenal. Not one plate dropped, nothing spilled and the synchronization was perfection. I’m so proud of our department and students.”

Bryan Tishmack, a sophomore HTM student, says the event offered new experiences in the kitchen.

“The intricacy of the plating was fun and much more playful than what we had done before,” says Tishmack, who was part of the kitchen staff in all the performances. “Figuring out how to make a dinner like this work and how to train new servers very quickly, but still have things work like a well-oiled machine, was a great learning experience. It pushed us and expanded my abilities.”

Magdolene DeVoe (HTM ’16) led the servers each night, providing the cues for the synchronized service.

Katherine Meinzen, a senior in hospitality and tourism management, wipes drips from the wild mushroom consommé vessels.

“Fine dining is an illusion itself,” she says. “It is beautiful, but behind the scenes can be chaotic. This experience took the idea of the fine-dining illusion to another level.”

A magical menu

The menu included an appetizer of wild mushroom consommé with truffle and quail egg, followed by a Scotch tasting and a main course of seared and smoked duck breast, parsnip purée, braised red cabbage, crispy shiitake mushrooms and coffee soil. Dessert was a chocolate mousse with sesame snow and pomegranate, and a wine pairing was served with all courses.

“Think of the emotion you want to evoke in a person when they take that first bite,” Lulay says of the menu planning process. “The food can influence the entire experience. It is your conversation with a guest. You may want to wow them or to challenge them. With Scott, we knew the guests were here to be wowed. We tried to do some of that in our food.”

Promising partnerships

HTM and Purdue Convocations have been building their collaboration, Lulay says. The team paired dinners with musical performances in the atrium outside the John Purdue Room and brought a cultural food festival to campus.

“It is a natural fit and Convocations is so creative with their events,” he says. “I hope we have more events like this in the future.”

Todd Wetzel, executive director of Purdue Convocations, says: “Partnering with HTM has been a very happy collaboration for us here in Convos. Our work involves research, a strong command of aesthetics and a refined ability to execute every detail in the moment — repeatedly. And the same is true of the HTM team. We quickly discovered that we were simpatico minds on nearly every element of this project, and we have now deepened our mutual respect for each other’s expertise and capabilities.”

HTM and Purdue students also have partnered with those in the industry to help test concepts and new ventures, including designing, marketing and executing a ramen pop-up restaurant, Lulay says.

“Partnering with outside groups gives an invaluable real-life element to a student’s experience,” he says. “Students will learn things they wouldn’t in the classroom, and it is a perfect way to show off our skills.”

The experience benefits the restaurants as well, by providing exposure to a large group of people and putting their brand in front of a generation that is very open to authentic flavors and trying new things, Lulay says.

“It is great if our alumni think of us as an incubator for concepts,” he says.

The power of performance

The show’s theme centered on connection in disparate times, Silven says.

“I am a conduit at the table to increase the experience naturally unfolding. Strangers meeting, coming together, causing extraordinary things to happen,” Silven says. “The sense of community at a shared table reminds us how we can come together. It should never be only about thinking, ‘How did he do it?’ It should inspire the audience and allow them to look at their own life in a different way.” 🍷



Clockwise from top: Chef Ambarish Lulay and students plate dinner for “At the Illusionist’s Table.” | The main course, topped with smoke-filled glass domes, is lined up for service. | Bryan Tishmack, a sophomore in hospitality and tourism management, puts the finishing touches on the main course. (All photos by Brian Powell)



Photos by Brian Powell

OUR TEACHING BEST

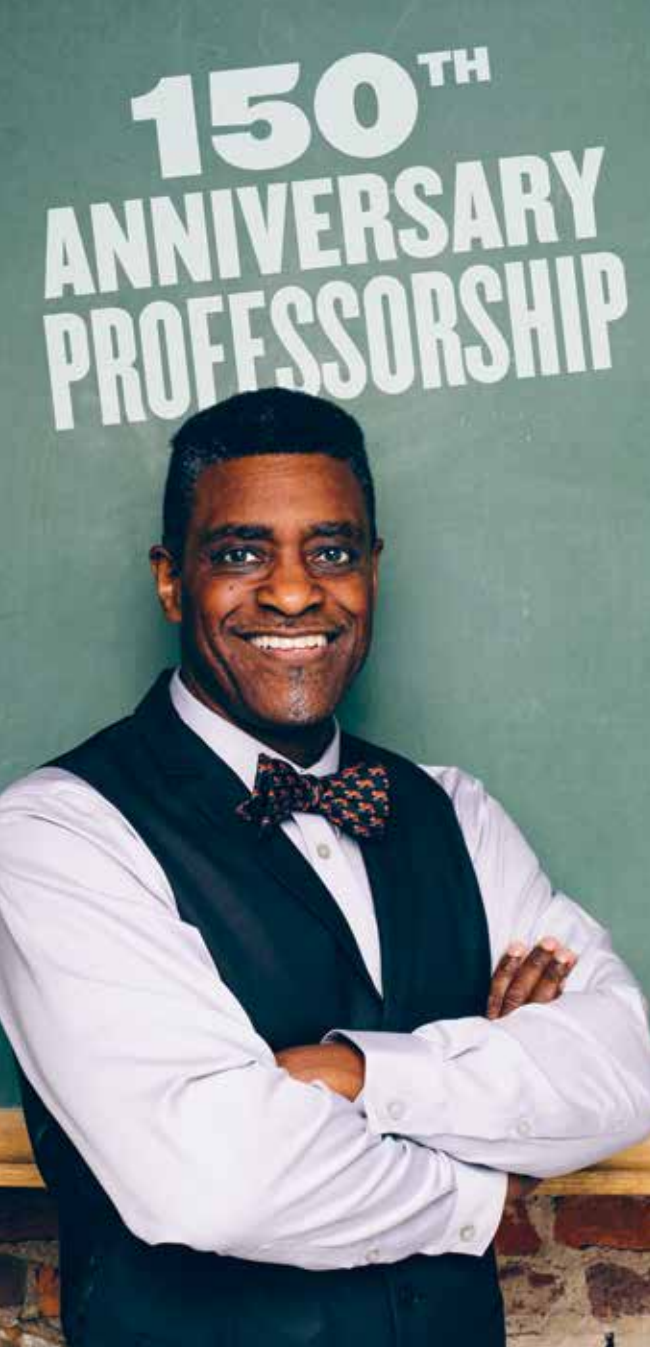
HONORING THE TEACHING
AWARD WINNERS FROM HHS

By William Meiners

Even at a 150-year-old land-grant university known for its world-class research, the transfer of knowledge from professor to students is pivotal to Purdue's three-fold mission of discovery, learning and engagement. Though technology has modified the delivery methods, successful teaching today echoes the learning experiences from the late 1800s. Those "light bulb moments," then a decade before Thomas Edison patented *his* light bulb, have helped students make giant leaps within their education.

Purdue has long honored the best teachers on campus. That recognition, says Thomas Berndt, HHS senior associate dean for academic affairs and administration, has dual purposes: to honor the winners and showcase them as examples to their peers. "The college and the university value teaching, as well as these excellent teachers," he says. "The awards also encourage other HHS faculty to reach the same level of accomplishment."

The following profiles highlight seven award winners from the College of Health and Human Sciences whose teaching innovations and prowess have inspired students who, in turn, will leave successful footprints in a variety of fields.



Born and raised in Brooklyn, New York, **DAVID ROLLOCK** says he was always the kid that other kids told their problems to. That sympathetic ear, an academic curiosity and an infectious personality served him well through high school and Ivy League educations at Princeton and Yale, where he earned his undergraduate degree and PhD, respectively.

Rollock, department head and professor of psychological sciences, recalls reading a high school textbook that suggested the IQ performance of African-Americans and other underrepresented minorities was lower than the average American score. “That did not square at all with my personal experience, so I figured there was something not quite right about how they were collecting or sharing their data,” he says. “I decided I wanted to be part of the enterprise that dealt with generating new information and framing it in ways to both inform the profession and help make lives better.”

As part of that research and teaching enterprise at Purdue since 1988, Rollock has earned numerous teaching awards. He was among 10 faculty members across campus awarded 150th Anniversary Professorships. The named professorship recognizes teaching excellence, as well as a history of outstanding mentoring.

In characterizing his own teaching philosophy, Rollock believes it’s his job to help people connect with the material. “That means deploying multiple techniques to meet multiple learners where their preferred styles of learning might be,” he says. “Sometimes I lecture because, similar to many faculty colleagues, I like to be a ‘sage on a stage.’ But we also need interactive demonstrations, places where students actively see the processes they’re learning about.”

Rollock also has transitioned happily into a mentorship role, having served as chair of the University’s Teaching Academy and becoming a tireless advocate of instructional excellence. Still, it’s hard to beat that exchange with students. “Teaching keeps one on one’s toes,” he says. “It forces us to be clear, as well as thoughtful.”

From research labs to various engagement opportunities, professors can share their expertise in various settings. **JULIA CHESTER**, associate professor of psychological sciences, first fell for teaching in the context of mentoring in the laboratory. The love of classroom teaching, she says, came later.

Like many professors, she’s taught the gamut of courses at Purdue since arriving on campus in 2003. From packed lecture halls with 400 students learning introductory psychology to the relatively more intimate settings in classrooms about half that size, Chester learned to work the big room. When she had the chance to develop some courses around her own expertise, including Alcohol Use and Disorders, as well as an undergraduate course focused on research ethics, she found her groove.

In those settings, her discussion-based exercises fuel an interactive atmosphere. “I like best hearing what the students have to say,” Chester says. “I ask them to do a reflection at the end of a lecture, which could be a question or comment. It’s always fascinating what they have to say, and I learn a lot from them.”

As for what she would like her students to learn, Chester hopes it’s less about “what they need to know for the exam” and more about becoming a critical thinker for the rest of their lives. “I don’t care if you remember that 20 percent of students who enter college already have an alcohol use disorder,” she says. “What matters is that you can take a piece of information from a valid scientific source and also be able to evaluate all the information coming at you from various media outlets.”

Additionally, Chester believes that an open-minded disposition creates better classroom dynamics, especially within the psychological sciences. “Part of my mission is to reduce the stigma of mental illness,” she says. “We talk about that a lot in class. Hopefully, that’s something they can use in real-world situations.”



HHS AWARD-WINNING TEACHERS

Book of Great Teachers

Purdue’s Book of Great Teachers honors outstanding teaching faculty who have demonstrated sustained excellence in the classroom. Everyone inducted into the Book of Great Teachers is listed on a bronze-and-walnut wall display located in the west foyer of the Purdue Memorial Union, which was first unveiled in 1999.

Pamela Aaltonen, Nursing
Anthony Annarino, Health and Kinesiology
Ximena Arriaga, Psychological Sciences
Carl Braunlich, Hospitality and Tourism Management
Patricia Coyle-Rogers, Nursing
Mary Fuqua, Nutrition Science
LaNelle Geddes, Nursing
William Harper, Health and Kinesiology
George Hollich, Psychological Sciences
Ann Hunt, Nursing
Abdelrachman Hafez Ismail, Health and Kinesiology

Karen Jamesen, Nutrition Science
Janice Kelly, Psychological Sciences
Jane Kirkpatrick, Nursing
Joseph La Lopa, Hospitality and Tourism Management
Christine Ladisch, Consumer Science
Bruce Lazarus, Hospitality and Tourism Management
Mary Lockwood Matthews, Home Economics
Murial McFarland, Home Economics
Alastair Morrison, Hospitality and Tourism Management
Margaret Murphy, Home Economics

James Nairne, Psychological Sciences
Mary Alice Nebold, Consumer Science
J. Douglas Noll, Speech, Language, and Hearing Sciences
Douglas Powell, Human Development and Family Studies
David Rollock, Psychological Sciences
John Rousselle, Hospitality and Tourism Management
David A. Santogrossi, Psychological Sciences
E. Marsella Smith, Nursing
Douglas Sprenkle, Human Development and Family Studies

M.D. Steer, Speech, Language, and Hearing Sciences
Jon Story, Nutrition Science
Thomas Templin, Health and Kinesiology
Gladys Vail, Nutrition Science
Connie Weaver, Nutrition Science
Ronnie Wilbur, Speech, Language, and Hearing Sciences
Olivia Bennett Wood, Nutrition Science
Karen Yehle, Nursing
Neil Zimmerman, Health Sciences



Often in the world of higher education, two minds are better than one. Such was the case with the recent winners of the Patsy J. Mellott Teaching Innovation Award. **JENNIFER DOBBS-OATES (PSY '00)**, a clinical associate professor in human development and family studies, and **NATASHA WATKINS**, a clinical assistant professor in human development and family studies, are using award funds to develop best-practice training videos for site supervisors working with students participating in internships.

Perhaps not surprisingly, both Watkins and Dobbs-Oates gravitated to a field focused on relationships because of their own youth experiences. A self-described “military brat,” Watkins participated in summer youth programs as a way to integrate into new communities. After enrolling in a child psychology class as a Purdue freshman, Dobbs-Oates discovered that she could study the subject forever.

Clinical faculty members, Dobbs-Oates and Watkins have co-ordinated and overhauled their department’s undergraduate internship program for the last six years. Students in their junior and senior years take critical steps toward the working world through internships in social services, such as the Department of Child Services. The training videos not only will help provide better experiences for the student interns but also could bolster the skills of less experienced site supervisors. “These supervisors, who are coaching and mentoring students, have important teaching roles, too,” Dobbs-Oates says. “We’re thinking about how we can help shape what they’re doing as teachers of new professionals.”

As for their hopes for students, Watkins expects hers to be actively engaged in their work. “I want my students to leave campus with the sense that they have the opportunity to chart their own course,” she says. “I want them to change the landscape of our field. To do that, they need to take on big projects and see them through from beginning to end.”

Dobbs-Oates wants her students to parlay clinical experiences into skills that will prove useful in helping them build relationships. “They’re learning listening skills, learning about how to ask effective questions,” she says. “They’re really developing and demonstrating their empathy by helping people set goals.”

BECKY WALTERS (NUR '96), a nurse practitioner and a clinical associate professor of nursing, has both feet firmly entrenched in two distinct work settings. Yet her students, juniors and seniors embedded in simulated lab courses that prepare them for the life and death challenges of the nursing field, crave the real-world experience she brings to the classroom.

Walters knows their chosen path well. She earned her bachelor’s degree in nursing from Purdue in 1996, and later a master’s degree in 2004. Through two decades of work experience, she’s learned firsthand to preach about what she’s still practicing. “I think my teaching is informed by the fact that our field is so practice-based and health care changes so rapidly,” she says.

The spring announcement of her Exceptional Early Career Award arrived after a lot of hard work. Since returning to Purdue in 2011 to teach, Walters has completed about a dozen workshops offered by the Center for Instructional Excellence. “Purdue provides so many great opportunities for professional growth,” she says. “I really learned a lot about nursing education.”

Her desire to be a nurse and teacher goes back to her high school days, when she shadowed one of each in trying to help break the tie in her mind. “People in my life also said nursing would be a good fit for me,” Walters says. “I’m thrilled at having chosen that route, but even as I attended Purdue as an undergrad, part of me thought I could come back and teach nursing.”

She became a teacher a little sooner than she thought, originally thinking she might do that at the end of a nursing career. In various settings, which includes taking students into IU Health in Lafayette, Walters shares her passion for nursing with students in real-time situations. “I love the patient care and love teaching, so now I can do both,” she says. “Our school really supports faculty practice, which is also beneficial to students.”

Walters is not one to rest on accolades. She keeps on her educational path, now in pursuit of a doctoral degree.



Murphy Award

Named after the late history professor Charles Murphy, the University’s highest teaching honor is given annually in recognition of outstanding teaching in all phases of undergraduate instruction. The award includes induction into Purdue’s Teaching Academy, which provides leadership for the improvement of undergraduate, graduate and outreach teaching.

Pamela Aaltonen, Nursing
Ximena Arriaga, Psychological Sciences
Cynthia Bozich Keith, Nursing
Carl Braunlich, Hospitality and Tourism Management
Patricia Coyle-Rogers, Nursing
Karen Foli, Nursing
Mary Fuqua, Nutrition Science
LaNelle Geddes, Nursing
George Hollich, Psychological Sciences
Ann Hunt, Nursing
Karen Jamesen, Nutrition Science
Jeffrey Karpicke, Psychological Sciences
Janice Kelly, Psychological Sciences

Christine Ladisch, Consumer Science
Joseph La Lopa, Hospitality and Tourism Management
Bruce Lazarus, Hospitality and Tourism Management
Alastair Morrison, Hospitality and Tourism Management
Mary Alice Nebold, Consumer Science
David Rollock, Psychological Sciences
David Santogrossi, Psychological Sciences
E. Marsella Smith, Nursing
Connie M. Weaver, Nutrition Science
Olivia Bennett Wood, Nutrition Science
Karen Yehle, Nursing
Neil Zimmerman, Health Sciences

Exceptional Early Teaching Career Award

The Exceptional Early Career Award, created by the Office of the Provost and the Murphy Award selection committee, recognizes outstanding undergraduate teaching among Purdue’s early career, tenure-track faculty.

Jennifer Freeman, Health Sciences
Pamela Karagory, Nursing
Becky Walters, Nursing

Class of 1922 Outstanding Innovation in Helping Students Learn Award

The Class of 1922 alumni sponsors this award, which honors a faculty member, graduate student or administrative professional staff member who has improved students’ educational experiences.

Williams Evers, Nutrition Science
Regina Galer-Unti, Health and Kinesiology

William Graziano, Psychological Sciences
George Hollich, Psychological Sciences
Oliva Bennett Wood, Nutrition Science

Excellence in Distance Learning

This annual award given by Purdue Digital Education and the Office of the Provost recognizes creative and effective approaches to distance learning.

Kimberly Kinzig, Psychological Sciences



For **GEORGE HOLLICH**, associate professor of psychological sciences, delivering a lecture to 400 students in an introductory psychology class is a welcome experience. Growing up in a theatrical family near Hershey, Pennsylvania, Hollich recalls one of his earliest memories as singing “The Star-Spangled Banner” at Veterans Stadium before a Philadelphia Phillies game. “I always thought it was perfectly normal as a kid to stand up in front of a group of people and have them look at you funny,” he says.

Hollich has been entertaining — and teaching — audiences big and small at Purdue since 2002. He’s brought in music to create a “festival atmosphere,” adapted certain song lyrics to fit lesson plans and effectively transformed the “sage on a stage” role into a virtual master of ceremonies.

The theatrics, however, are crafted to deliver a deeper understanding of the material. “It’s always about the relationships between the students and the professor and connecting with them,” Hollich says. “And that’s true whether you have 400 students in the class or four.”

Even as he’s been heralded for his efforts, Hollich believes a good teacher is never satisfied. “I’m always trying something new and different to see what works and what doesn’t,” he says. “Sometimes things work and it’s magical. Students are on the edge of their seats, they clap, and they’ll remember the lesson. Then there are other times where something falls flat.”

The magic happens for Hollich when he realizes his students can apply the material to something beyond an answer on a test. He hopes anyone taking his child psychology course, for example, might use that knowledge to inform their parenting — even years down the road. “So often as parents we get stressed out by things we shouldn’t get stressed out about,” he says. “I want students to remember and say, ‘Oh yes, Dr. Hollich told me this would happen.’ And then not panic.”



The Murphy Award is Purdue’s most prestigious award for teaching. When **KAREN FOLI**, associate professor of nursing, picked up her Murphy Award in 2015, she felt both surprised and humbled, she says: “I know there are many talented teachers at Purdue, so I was honored to be selected.”

Foli likens the route to her Purdue professorial post to a circuitous path. Beginning perhaps with a bloodline, as her father taught in the Department of Economics at Indiana State University for many years, she landed on Purdue’s campus 10 years ago. After starting her early career in nursing, Foli then became a full-time writer with a literary agent, worked on global research protocols as a regulatory writer at Eli Lilly & Co., and taught business communications at Indiana University. Foli says all those previous experiences may have fashioned a teaching philosophy. “Coming from an eclectic background and having a child with a learning difference certainly influenced my tendencies toward teaching,” she says. “I’ve always enjoyed helping people learn new information and continuing to learn myself.”

These days, most of that new information is focused on teaching at the graduate level. As the director of a newly launched PhD program, Foli says her undergraduate teaching experiences prepared her for writing a proposal for the program, as well as refining syllabi and creating guidelines.

Foli finds working with students at the pinnacle of their academic careers particularly rewarding. “My primary job, in addition to teaching, is to conduct research,” she says. “I’ve very much enjoyed teaching PhD students. I’m involved in several active studies right now, so I can share what I’m doing about the procedures, challenges and facilitators. It’s wonderful to be able to connect on a scholarly level like that.”

Regardless of a student’s level, or how much technology has changed classrooms since her days as a nursing instructor in the mid-1980s, the connections remain pretty standard. “Environmental forces have allowed me to adapt to technology, but there’s really no substitute for an authentic connection between the teacher and student,” Foli says. ☺

Patsy J. Mellott Teaching Innovation Award

Established by Patsy J. Mellott (NUTR ’69), this award recognizes and helps HHS faculty or small groups of faculty complete innovative projects that will improve students’ education. Examples of past projects include designing new courses or teaching models and purchasing equipment to enrich students’ learning.

- Jennifer Dobbs-Oates, Human Development and Family Studies
- Cordelia Running, Nutrition Science
- Natasha Watkins, Human Development and Family Studies

Jane S. Link Outstanding Teaching Award

Established by Jane S. Link (CFS Ed ’87), the HHS Outstanding Undergraduate Education Award was renamed the Jane S. Link Outstanding Teaching Award in 2016. The award honors HHS faculty members for outstanding performance in all aspects of undergraduate education.

- Julia Chester, Psychological Sciences
- Jennifer Dobbs-Oates, Human Development and Family Studies

- George Hollich, Psychological Sciences
- Pam Karagory, Nursing
- Jeff Karpicke, Psychological Sciences
- Lata Krishnan, Speech, Language, and Hearing Sciences
- Libby Richards, Nursing
- David Rollock, Psychological Sciences
- Vicki Simpson, Nursing
- Preeti Sivasankar, Speech, Language, and Hearing Sciences
- Becky Walters, Nursing
- Christine Weber, Speech, Language, and Hearing Sciences

Purdue University Teaching Academy

The Teaching Academy’s mission is to enhance and strengthen the quality of teaching at Purdue. Candidates are identified by their department or college/school for excellence in teaching, innovation in teaching methodology, teaching-related service, and scholarship in teaching and learning.

*Please also see the list of Murphy Award winners, who are automatically inducted into the Teaching Academy.

- Lalatendu Acharya, Consumer Science
- Kimberly Buhman, Nutrition Science
- Charles Calahan, Human Development and Family Studies
- James Daniel, Nutrition Science
- Jennifer L. Freeman, Health Sciences
- William Harper, Health and Kinesiology
- Jason Harris, Health Sciences
- Pamela Karagory, Nursing
- Jane Kirkpatrick, Nursing
- Sara A. McComb, Nursing
- James Nairne, Psychological Sciences

- Julie Novak, Nursing
- Elizabeth Richards, Nursing
- Robert Ringel, Speech, Language, and Hearing Sciences
- John Rousselle, Hospitality and Tourism Management
- James Scott, Consumer Science
- Vicki Simpson, Nursing
- Nancy Strickler, Consumer Science
- Bridget Walsh, Speech, Language, and Hearing Sciences



INTERNATIONAL SUCCESS STORIES

HHS students triumph over cultural differences, social hurdles and language barriers

By Heather Pflug



All photos by Brian Powell

Most incoming first-year students at Purdue would admit they are somewhat apprehensive about what lies ahead. Will they make friends, will they be able to navigate the campus, how hard will their classes be, and will they be homesick? International students face these same worries plus a host of others. Will they understand English well enough, will the cultural differences be manageable and will they be accepted?

For the following four HHS students, coming to Purdue from a foreign country to study has been a rewarding experience, albeit not without a few obstacles along the way. They agreed to share their backgrounds and cultural differences, how they have adjusted to living and studying in the United States, how Purdue has enriched their lives and the excitement they have for their futures.

Ziyong Guo, China

"It wasn't as hard as I expected," says Guo, whose first language is Mandarin Chinese, of when he came to Purdue.

Educated at an international high school, he had many teachers from the United States, which he says gave him an advantage. He also says U.S.-based movies, music and video games helped him learn the language before arriving at Purdue. The thing he couldn't prepare for, however, was all forms of American slang.

"People would say, 'What's up?' when they would see me," he says. "I thought they literally meant what is up. It took me a while to get used to this being a simple way to say hi."

One of the most significant cultural differences for him has been the cuisine: "We eat a completely different style of food. I do enjoy food from all over the world, but I long for home food occasionally, too."

Guo transferred from Krannert School of Management to HHS his junior year and is majoring in financial counseling and planning. He is confident that his education will give him an edge in his job search.

"Purdue is recognized by many companies and HR personnel," he says. "I think that, along with all the knowledge I learned here, will help me to find a good job in the future."

Giovana Teles, Brazil

Being misunderstood has been the biggest obstacle for Teles. "Brazilians are usually very straightforward, which can be misinterpreted as rude in America," she says. "Many times, I found myself having to explain what I meant. It is frustrating. You think you are being friendly and respectful, but the other person is perceiving you differently."

She also has had to adjust to Americans being more reserved and individualistic. "They are not used to hugging or displaying a lot of affection in public." Being here, she also has learned that being on time is important. "I never realized how rude being late actually is. People back home are always late!"

Teles, whose native language is Portuguese, says her transition to college in the U.S. has been made smoother by her academic advisor and campus activities.

"HHS throws a lot of events for its students, which is great because it gives you the opportunity to network with the faculty and other students in our field."

In her home country, coming to the U.S. for college is "not a very common route," Teles says. "When I decided to apply to schools here, most people around me tried to talk me out of it, telling me that it was an unreachable dream."

But Teles was not discouraged and will graduate in May with bachelor's degrees in nutrition science and psychological sciences and minors in biological sciences and chemistry. She is an undergraduate research assistant in two labs on campus.

"I found my true passion here at Purdue. I love science and research," she says. "I believe that if I had stayed at home, I would have probably ended up in another field. Today, I cannot imagine myself doing anything else. Purdue will give you all the tools to succeed. It is up to you to hold tight to them and use them in your favor."



**"I NEVER REALIZED HOW RUDE BEING
LATE ACTUALLY IS. PEOPLE BACK
HOME ARE ALWAYS LATE!"**



Assem Imangaliyeva, Kazakhstan

Imangaliyeva, whose primary languages are Kazakh and Russian, was raised in Kazakhstan but moved to Germany when she was 15, studying both German and English.

“When moving to America, I had some knowledge of English, but I wasn’t fluent. To be honest, I was afraid and shy to speak out or present myself to a big audience during my freshman year,” she says. “However, after the first year, my English dramatically improved, and I felt confident to talk to people more often and make new connections.”

When deciding about where to go to college, Imangaliyeva was adamant that she wanted to see the world and travel more. Purdue was one of the first schools to send her an acceptance letter, plus she had a friend who already was studying at Purdue and telling her wonderful stories about the school. Purdue basketball is well-known in Germany, she says, and friends expressed that they were impressed that she was going to be a Boilermaker.

A December 2017 environmental health sciences and occupational health science graduate, she credits HHS and Purdue in general, which gave her “an enormous amount of help,” as well as her academic advisors, for helping her adjust and pave a pathway to success.

“I was able to figure out what I am passionate about,” she says. “They helped me with my journey.”

She also speaks highly of her time working in the research lab of Jonathan Shannahan, assistant professor of health sciences and toxicology, calling the experience “one of the biggest positive impacts I have received.”

She says her dream is to work for herself, “to be a person who raises awareness for leading a better life in terms of health. I would love to be a consultant for both fitness and nutrition.”

She credits Purdue for giving her the foundation, the direction and the confidence to go forth and welcome the future that awaits.

“This has been the most exciting and fun time. I will always remember the memories I built here. Purdue helped me grow as a person and open up.”

“WHEN MOVING TO AMERICA, I HAD SOME KNOWLEDGE OF ENGLISH, BUT I WASN’T FLUENT. TO BE HONEST, I WAS AFRAID AND SHY TO SPEAK OUT OR PRESENT MYSELF TO A BIG AUDIENCE DURING MY FRESHMAN YEAR.”

Hibatalla Fadul, Sudan

Fadul found it hard to communicate with people when she arrived in the states. “In the beginning, language was a real obstacle,” she says, adding that people’s accents were difficult to pick up.

Also, trying to familiarize herself with the various cultures represented on the campus was challenging.

“The Purdue community is huge, and there are lots of international students,” she says. “So, it was not just knowing the American culture, but also knowing the cultures of the people you encounter and engaging with them.”

Fresh off an intensive English program at Indiana University, where she obtained her student visa, she decided to transfer to Purdue. She initially struggled socially.

“I did not have friends,” she says.

Vowing to change that, she started attending social events. Her chemistry teaching assistant reached out, asking her where she was from and engaging her in conversation.

“Then she invited me to an African get-together at her apartment complex,” she says. “It was a lot of fun, and I got to know and experience different cultures. This is how I made one of my best friends.”

Fadul, a public health major whose first language is Arabic, admits that Purdue is not well-known back home.

“Coming to the USA is hard because of financial and visa barriers,” she says. “It just so happened that I knew about Purdue because I have family members who studied here.”

Now a senior whose dream is to attend medical school, she feels upbeat about her future thanks to her top-notch education, an internship at Purdue’s A.H. Ismail Center — a fitness center and health, exercise and nutrition research facility — and her experience as a research assistant for three semesters.

“Purdue is a very good and respected school,” she says. “I am sure that obtaining my degree from Purdue will help me to successfully pursue graduate school.”

Read more about these students and other international students in the College of Health and Human Sciences at www.purdue.edu/hhs/future/ISSpotlight.

“IN THE BEGINNING, LANGUAGE WAS A REAL OBSTACLE.”



HHS ALUMNI SCORE FOR PROFESSIONAL SPORTS TEAMS

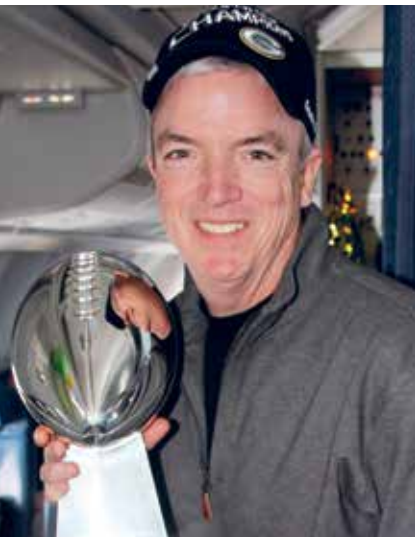
By Greg McClure

The College of Health and Human Sciences has a deep bench of talented alumni working for professional sports teams, both as athletes and as key players behind the scenes. Here, five take the field and the court to share their stories, and how what they learned while at Purdue prepared them for their careers.

PEPPER BURRUSS

Director of sports medicine administration
GREEN BAY PACKERS

When Pepper Burruss (HK '76) was in high school in Wappingers Falls, New York, he didn't know Purdue existed. He wanted to be an athletic trainer. So he went to talk to Bob Reese, a Purdue graduate and a trainer at Boston College.



Reese told Burruss that he could not get the education he sought at Boston College, if he wanted to become a certified athletic trainer, because the school didn't have an athletic training program. "I asked, 'Where do I go' and he said, 'Go to Purdue.' I asked, 'Where is Purdue,' and he pointed west and said 'Go that way a long way,'" says Burruss, director of sports medicine administration for the Green Bay Packers.

So, Burruss went to Purdue, where he received an education from legendary athletic trainer William "Pinky" Newell.

"Newell was the executive secretary of the National Athletic Trainers' Association. The 'national office' was primarily his desk in Mackey Arena, and then a small storefront in downtown Lafayette with one woman working in it," recalls Burruss.

"Now the national office is in Dallas, and there are nearly 50 full-time employees. Back then, if you wanted to get an athletic training job, you went to Purdue to be around Pinky. People at



national meetings would flock around him like a rock star."

That taught Burruss a valuable lesson.

"At Purdue, I learned how critical it is to network and how important it is to add as much education as you can fit in," he says.

"I had no intention of adding degrees when I first came there. I had zero intention of becoming a physical therapist. But when I asked the staff, and Pinky, what I should do next, he said to go to physical therapy school."

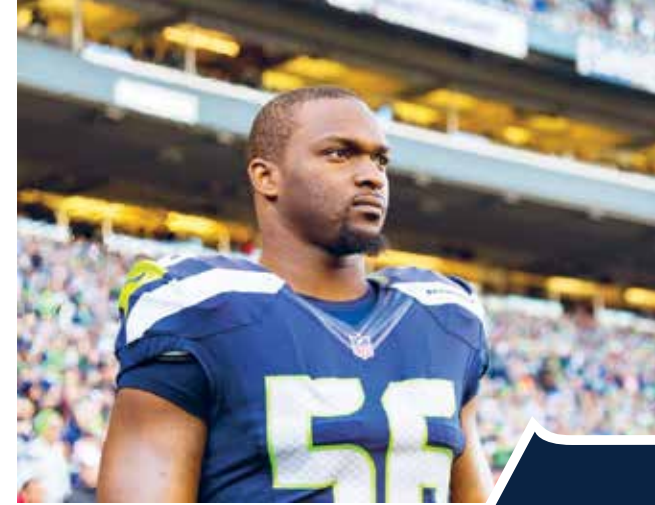
So, Burruss went to Northwestern University Medical School, where he received a bachelor's degree in physical therapy. But his heart remains with Purdue.

"I learned a lot of things at Purdue, other than my trade. I am proud of my education, and I am a dyed-in-the-wool Boilermaker."

Burruss went on to work 16 seasons for the New York Jets as assistant athletic trainer before going to the Packers, where he served as head athletic trainer for 22 seasons before being promoted to director of sports medicine administration in 2015.

Working in the NFL is not always what fans may think, he says.

"People see the glamour, but they don't see all the hours, particularly those away from the football field," he says. "People ask what kind of hours I work. I tell them that I work farmers' hours — dark to dark and I don't take days off. Off-season? We drop it down to about 50 hours a week. Then, add training camp, preseason games, 20 weekends that we play games during the season and the playoffs, if we make them. People say, 'Wow, you work more than 52 weekends a year!' That's not possible, of course, but they get the idea."



CLIFF AVRIL

Professional football player
SEATTLE SEAHAWKS

Cliff Avril (CSR '11) learned several things at Purdue that have served him well as a professional football player.

"Time management — going to class, practice and studying — is a big part of what I gained when I was at Purdue," says Avril, who plays for the Seattle Seahawks. "I think kids should focus more on the experience and education part of college than trying to get to professional sports because that will sort itself out as you go. If you have the discipline to do all of that, you will succeed in life as well as professional sports."

Avril, who missed most of the 2017 season with a neck injury, says he did not think seriously about playing in the NFL when he came to Purdue.



"I knew that I had a chance of possibly going pro, but it didn't really cross my mind until my junior year," he says. "I was having a heck of a season, a lot of people were talking about me becoming a pro player, so then I thought 'Maybe I have a chance.' That's when I thought maybe I can do that. It wasn't a goal when I first came to Purdue, though."

Playing in the NFL isn't quite as exciting as it may seem, Avril says.

"Most fans see the finished product on Sundays. They don't necessarily see how much work goes

into preparing for the game," he says. "There's not only practice, but film study and also maintenance on your body to prepare for the game. There's massaging, stretching, cold packs and all kinds of treatment that you have to do. During the season, we work from 7 to 5 every day, but once we get home at 6, I'm working on physical things, so the family aspect of life during the season slows down for us. For almost six months, my wife is basically running the house by herself. It's tough on her."

Avril says that although his Purdue degree in retail management has not had a direct impact in his playing career, he has benefited from it.

"It's helped from the standpoint of what I've tried to accomplish off the field, with business ventures," he says. "I've been involved in real estate and some other things, so that's when I dust off the books a bit. It may help when I'm studying the playbook."

TARA GIDUS COLLINGWOOD

Dietitian
ORLANDO MAGIC

In her job as dietitian for the NBA's Orlando Magic, Tara Gidus Collingwood (NUTR '97, HK '99) sees a side of professional athletes that most fans don't.

I have taken them grocery shopping, taught them how to cook and even helped them shop to outfit their kitchens," she says. "Some of the players are only 19 or 20 and have never cooked or lived on their own. They don't even own a pot or pan. It can

be pretty funny going to a home goods store with someone 7 feet tall and filling shopping carts with blenders and griddles."

Collingwood says athletes' emphasis on nutrition is a recent trend.

"A lot of them see news stories and read about fad diets just like the general public. So they come in and ask about every diet out there," she says. "A lot of my job is education, dispelling myths and



All photos provided



talking with them about what is right for them and their sport. Many of them also think that since they are lean and young, they can eat whatever they want because they burn it off. I try to tell them that it's not just about weight, but about performance. They might not gain weight from eating certain foods, but it can definitely affect their performance."

Collingwood chose Purdue, where she also earned a master's degree in health promotion, which surprised her dad.

"I grew up in Wisconsin and he always thought I would go to the University of Wisconsin, and it is a great school with an excellent dietetics program," she says. "But I decided to go to Purdue because of the dual emphasis of sports nutrition. I told my dad

when I was 17 that I was going to be the dietitian for the Green Bay Packers, who at the time didn't even have a dietitian. He just laughed and said, 'Yeah, right.'"

Studying dietetics, and nutrition, fitness and health at Purdue gave Collingwood, who also works with the United States Tennis Association, a good background.

"I spent a lot of time in the Department of Health and Kinesiology," she says. "I learned a lot about athletics and exercise, including how to prevent injuries, and how nutrition could assist athletes in improving their performance."

Collingwood says those who want to get into her line of work should get a dual degree in exercise science and sports nutrition/dietetics, and gain experience through a job shadow, a volunteer position or an internship with a sports dietitian in a collegiate setting.

ANNIE DREWS

Professional volleyball player
**USA VOLLEYBALL
WOMEN'S NATIONAL TEAM**



because I'm learning new things each day.

"If something is unfamiliar, scary, vulnerable or challenging, it's worth some consideration. We aren't made to live comfortably all the time."

• Drews has learned that, in part, because to play professional volleyball, athletes must go overseas.

She now plays for the USA Volleyball Women's National Team, but next season will be playing professionally in Italy. Before that, she played professionally for two other Italian teams, Pomi Casalmaggiore and SAB Legnano. The first professional team she played for was Indias de Mayaguez in Puerto Rico.

"A lot of people are surprised to hear that the U.S. doesn't have professional volleyball. Every national team player must play abroad if they want to make a living and build a career," Drews says. "We are in Europe, Asia and South America from September to April, come home for a week, and then the national team regroups in Anaheim, California, for training from May through August. People are surprised to hear that we are gone so much."

Drews says her experiences at Purdue and the College of Health and Human Sciences have helped in a number of ways.

Becoming a professional volleyball player was not Annie Drews' (HTM '14) objective when she came to Purdue.

"I knew the possibility might present itself, but I wouldn't say my goal at Purdue was to play professionally," she says. "My whole experience with professional volleyball has shown me how unpredictable life is. I never thought this is what life would be like at 24, but I feel more on the right path than I ever have before



All photos provided

"The student-athlete support was top-notch and volleyball wasn't a secondary sport, but a huge priority in athletics," she says. "I knew that I wanted to study something with food to allow me to follow my passion for the food industry. There's not much overlap between my pro career and my degree, however, it is

really fun to travel as much as I do and be able to see how the food and lodging industry varies from place to place.

"Purdue is what you make it, and it really felt all-inclusive. It checked a lot of boxes for me."



TED HARPER

Dietitian/nutritionist
NEW ENGLAND PATRIOTS

Barbara also taught me how to build a story, to build a beginning and an ending and include many soundbites. The biggest thing I learned is doing an education assessment to try to figure out what you need to do to keep people learning. Are they

a verbal or non-verbal learner? I do a ton of research on incoming rookies and free agents to learn how to teach them and how they learn."

When he was at Purdue, Harper's goal was to be a head sports dietitian for a Division I university. After receiving his bachelor's degree, and then earning a master's degree at the University of Utah, he began to question whether that was what he wanted to do.

A blind call from a recruiter led him to take a job training U.S. Air Force pilots. He then worked with the U.S. Army, helping train soldiers. While attending a conference, he was asked twice by representatives of the Patriots to interview for a job.

"I asked my colonel what he thought, and he said that he thought that I should do the interview and see what happens," Harper says. "I ended up earning and taking the position with the Patriots. I consider my contracting position with the Army a dream job, but now that I'm here, this really is my dream job."

Some aspects of that job might surprise some people.

"A lot of the public doesn't understand the amount of studying done by athletes at the team's facilities," he says. "From Monday through Saturday they're working all day, and not just practicing. They're studying game film, the playbook and working on techniques. They put in so much work to support themselves and their families. And my job is to be there even more than that to support them." 🍷

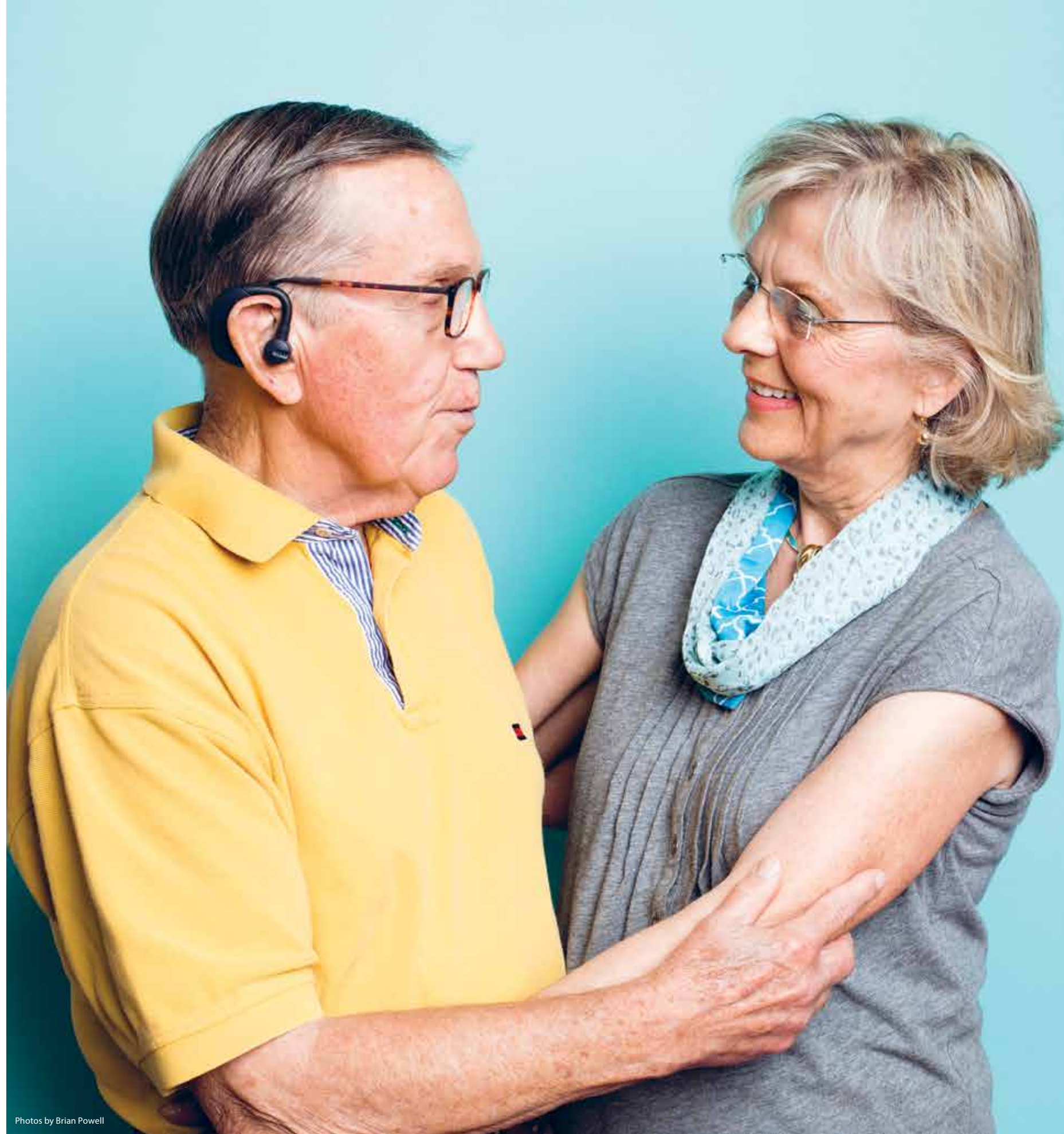


Ted Harper (NUTR '08), team sports dietitian/nutritionist for the New England Patriots, credits Purdue for giving him the skills he needed for his career in sports nutrition.

"The core skill set of how I practice, and how I practice well, I learned at Purdue," Harper says. "I learned food service here

and had many courses in that. The Patriots have their own chefs. I have full control over what farms we order from, and I tell the chefs how to prepare it.

"I also learned a lot in a nutrition communications course I took from Barbara Mayfield. I learned how important soundbites are. Many athletes have short attention spans. I have to make what I tell them short, brief and impactful, and get straight to the point.



Photos by Brian Powell

SUSTAINING THE SIMPLE JOYS OF LIFE

CEREBBRAL RESEARCHERS WORK TO HELP SENIORS LIVE THEIR BEST LIVES

By Amy Raley

While some may think late life is a time to wind down, West Lafayette seniors are demonstrating their zest for life. They are helping Purdue researchers develop interventions and devices that could improve seniors' quality of life for generations to come.

Purdue CEREBBRAL researchers work with seniors living with Parkinson's disease to better understand and address the disease's negative effects, as well as other declines associated with the golden years.

Through their discoveries, CEREBBRAL researchers are present in everyday activities. The ability to talk, walk, swallow and multitask may be taken for granted in youth, but these and other commonly relied-upon abilities can become difficult late in life.

CEREBBRAL: Center for Research on Brain, Behavior and Neurorehabilitation

CEREBBRAL researchers in the College of Health and Human Sciences are determined to improve the quality of life for all people later in life.

The center has four main objectives toward that goal:

- To better understand and characterize aging and neurological diseases — mechanisms affecting brain function, physiology, communication and mobility.
- To develop optimal interventions to improve function and independence.
- To assess the impact of new interventions and devices and to make them available to the public.
- To study cognition and behavior in complex biological systems.



Parkinson's disease can lead to a loss of volume when speaking. **JESSICA HUBER**, co-director of CEREBBRAL, created SpeechVive (pictured below), a small device that fits into the ear and plays a low-level sound similar to white noise. The noise triggers a reflex that causes the patient to speak louder and more clearly.



'Personalities get buried in their disease'

Jessica Huber, a CEREBBRAL co-director, got hooked on helping people with Parkinson's disease during her first research grant years ago.

"I had this couple married for 50 years. He had Parkinson's disease and she had hearing loss," says Huber, who says one symptom of Parkinson's is the loss of volume when speaking. "The husband couldn't shout, and his wife couldn't hear him. Now they couldn't talk to each other."

Huber, a professor of speech, language, and hearing sciences, also was motivated to help people with Parkinson's disease whose illness was stifling their personalities. "Their personalities get buried in their disease. They might be big joke-tellers, and I'll see in their faces that they're joking with me because I'm used to communicating with people who have Parkinson's disease," she says. "But to someone who doesn't have experience with how Parkinson's disease affects communication, that personality gets buried."

"This was heartbreaking to me. I felt that the way I could make a big impact with my career was to pay attention to this and really take the time to figure out what works best and for whom."

Huber's efforts have paid off with a device she patented called SpeechVive. Available at speechvive.com, the device fits into the ear and plays a low-level sound like white noise. The noise triggers a reflex that causes the patient to speak louder and more clearly.

Called the Lombard Effect, for its discoverer Étienne Lombard, the reflex causes people to increase their vocal effort when talking in a loud environment, such as a loud restaurant. Not only does the reflex cause the speaker to talk louder, it affects speech rate and clarity. The net result is speech that's easier to hear and comprehend.

Three clinical trials have shown SpeechVive improving speech in up to 90 percent of patients, while 75 percent saw improved loudness and 65 percent slowed their speech speed. "Combinations of better loudness and speed created clearer speech and articulation. People go from being hard to understand to much easier to understand," she says. "There is no other device like this on the market that's proven to improve communication for people with Parkinson's disease."

Huber is now developing SpeechVive's next iteration, which will incorporate a computer app with video. The software program will monitor SpeechVive's effectiveness remotely while patients use it at home, allowing researchers to tweak and optimize the tool at a distance.

THROUGH THEIR DISCOVERIES, CEREBBRAL RESEARCHERS ARE PRESENT IN EVERYDAY ACTIVITIES.



Parkinson's-related problems may include deficits in attention and focus and handling more than one task at once — like talking on the telephone while jotting down notes. **SÉBASTIEN HÉLIE**, co-director of CEREBBRAL, is developing interventions that retrain the brain, in effect skipping disrupted neural circuitry.

Reading the brain

Huber works alongside fellow CEREBBRAL co-director Sébastien Hélie, associate professor of psychological sciences, whose research qualifies how the Parkinson's-induced loss of the brain chemical dopamine disrupts the brain's circuitry. Hélie's ultimate objective is to establish ways to overcome, or sidestep, the disrupted circuit, using various interventions that retrain the brain.

"Dopamine affects very specific brain circuits in people with Parkinson's disease," Hélie says. The loss of dopamine that Parkinson's causes compromises the brain's ability to relay messages that plan and control body movements.

"But there is more than one brain circuit that can learn any given thing, so we are trying to learn how we can teach people — or alter the way they practice things — so that we bypass the brain circuits that have been affected by the dopamine imbalance," Hélie says. "We want to use a different circuit that might not depend on dopamine."

Huber says she is excited to put Hélie's research findings into practice in therapy, particularly with people she knows well who are in a Parkinson's support group. The group meets monthly at the Westminster Village Live Well Center in West Lafayette. Hélie and Huber plan to work with the group on Parkinson's-related problems such as the common difficulty with movement planning and execution — switching from one task to another, handling more than one task at once, and deficits in attention and focus.





Health and Kinesiology researchers **JEFFREY HADDAD** and **SHIRLEY RIETDYK** examine problems with balance and movement in elderly people. They work to create interventions to help maintain balance and establish environmental improvements to reduce the risk for falls.

Lowering the rising rate of falling

Every 11 seconds, an older adult is treated in an emergency room for a fall, and every 19 minutes an older person dies because of a fall, according to the U.S. Centers for Disease Control and Prevention. All told, the agency says that 25 percent of all Americans who are 65 or older take a fall every year.

CEREBBRAL researchers Jeffrey Haddad and Shirley Rietdyk bring unique research perspectives and approaches to problems with balance and movement in all older people. Haddad, associate professor of health and kinesiology, and Rietdyk, professor of health and kinesiology, work together on studies designed to learn what is causing people to fall so they can create data-driven interventions that prevent falls.

“When Jeff and I work together, he looks at combinations of tasks, like standing while putting groceries away or brushing teeth,” Rietdyk says. “I look at mobility and gait. We manipulate environmental factors such as lighting or contrast, or personal factors such as vision, and measure changes in behavior.”

Rietdyk says helpful interventions for preventing falls can range from physical therapy that trains people to maintain their balance as they stand, move or do tasks, or environmental changes such as improving the visibility of curbs by painting them with high-contrast colors.

Haddad says the two researchers also are interested in learning who is most likely to fall. “Shirley is looking at what leads to people falling and why, and she’s finding that even young adults fall and get hurt on occasion,” Haddad says. “So, we are looking at how issues related to falls and motor coordination happen in young to middle-age people, and how that could predict falls in old age.”

Their goal is to develop methodology to evaluate who is a frequent faller and devise interventions that will reduce their falling risk.

Haddad says they'll first conduct a survey to find people who fall frequently and those who don't. They then will assess each participant's balance and gait and note the differences between the two groups. The study will follow the subjects over time to determine how their falling history predicts their future risk for falling.

“Everyone who gets older has mobility issues,” Haddad says. “CEREBBRAL is looking at things like cognition and sensory factors to see how these things all work together to influence someone's quality of life.”

An act taken for granted

Some of the other planned CEREBBRAL research applies to something we all do between 800 and 1,000 times a day.

Swallowing — an act that requires complex neural activity paired with the accurate execution of more than 35 muscle groups in the mouth, throat and esophagus — is an act we're rarely conscious of but is nearly as essential to life as breathing.

When something interferes with the brain-muscle coordination needed for swallowing, the result can be life-threatening.

According to the American Speech-Language-Hearing Association, about one in 25 Americans experiences a swallowing problem — called dysphagia — every year. The association says dysphagia cuts across so many diseases and age groups that its true prevalence isn't fully known and is often underestimated.



Swallowing is an act we're rarely conscious of, but is nearly as essential to life as breathing.

GEORGIA MALANDRAKI, associate professor of speech, language, and hearing sciences, works to better understand normal swallowing function and disruptions to it from aging and neurologic disorders.





If you look at the amount of research that goes on at all universities, it's at the level of treating or curing disease. That work is important, of course. But there is very little behavioral work to help older adults be healthier as they're living with these diseases. The research we are doing will address the fact that people are going to get older and develop Parkinson's or just general muscle weakness and changes in sight and hearing. We want to intervene on these issues.

— Jeffrey Haddad, associate professor of health and kinesiology



Diseases and conditions associated with swallowing problems include Parkinson's disease, stroke, multiple sclerosis, dementia and motor neuron diseases, such as ALS — Lou Gehrig's disease. Swallowing problems also can be among typical declines later in life.

"If swallowing problems are not treated properly, food can go down the wrong pipe and cause aspiration pneumonia," says CEREBBRAL member Georgia Malandraki, associate professor of speech, language, and hearing sciences.

A far less recognized but still critical concern, Malandraki says, is the emotional toll. "Depression and emotional distress can come from the loss of food-related socialization if there is trouble with swallowing," she says.

Despite its prevalence, Malandraki says dysphagia is a relatively new area of study: "There is a lot we still don't know. We hope to better understand how swallowing function is controlled in typical development, in aging and in patients with neurologic disorders.

"We are in desperate need of more physiology treatments and interventions."

Current interventions are mostly compensatory, she says. For example, people having trouble swallowing liquids, or those who choke often, are given thickened liquids. But thickened water and coffee are an unpleasant answer to the problem.

The hope is to fix the problem rather than compensate for it, Malandraki says: "We're trying to better understand the physiology of swallowing to develop treatments that address the causes so we can improve or help recover the person's ability to swallow."


To that end, Malandraki's planned CEREBBRAL research will build on previous findings that show asymmetry and inconsistencies in how people use different muscle groups and brain centers that may contribute to the decline of swallowing.

"We are now developing treatment programs so patients know how — and how much — they're using their muscles and different organs, and how they can change that activity through biofeedback sensors we are developing in order to swallow more effectively," she says.

Malandraki and other CEREBBRAL researchers plan to look at swallowing in coordination with other body movements and will follow people over a number of years to learn where and when the breakdown happens and what physical interdependencies might be relevant in addressing the problem.

Concerted, broad-based research

CEREBBRAL's unique combination of researchers University-wide are determined to bring novel, multidisciplinary approaches to all challenges of old age. Members represent the fields of biology, health and kinesiology, psychology, nutrition, nursing, speech, language, hearing, and human development, as well as mechanical and biomedical engineering. Their diversity in expertise allows studies that go deeper and answer increasingly complex questions in order to give older adults their highest achievable quality of life.

"We're not looking at a neuron in a dish," says Huber. "We're more interested in how you learn something about a person — whether it's through an animal model, a computational model or human subject studies. We want to take the things we learn and couple them with the right person who sees how to apply them." 

MAKING LIVES BETTER



HHS STUDENTS AND ALUMNI GIVING BACK

FOR SOME STUDENTS AND ALUMNI, "MAKING LIVES BETTER" IS MORE THAN THEIR COLLEGE'S MOTTO. IT IS A WAY OF LIFE.

By Maura Oprisko



GIVING A SENSE OF MAGIC TO CHILDREN IN NEED



It was at Indiana Comic Con that Rosie Mannin (HDFS '18) met Bonnie King, and a nonprofit was born. They had been performing separately as princesses for children's events and had some patrons in common. So, the two bonded and, with the help of Mannin's friend Sam Pendleton, founded Courage and Kindness Co.

Courage and Kindness is the only registered character performance nonprofit in Indiana and particularly serves children in need. The performers appear in character as popular fairy tale princesses at charity events, professional photo shoots and hospital visits.

Beneath the light and playful surface of a princess performance is heavy research and serious work. Mannin engages all her performers in intense training in working with special needs children, carefully scripts and choreographs the events, and includes elaborate costuming because, she says, their target population deserves some magic in their lives.

"The populations that we're serving are focused on children with disabilities and children with high medical needs," she says. "We want to make sure that everything we're doing is accommodating to those populations — because we see accommodating as an opportunity to create magic, not as a burden or something to overcome."

Mannin, who earned her bachelor's degree in human services, sees Purdue as the place where her interests took shape.

In particular, she talks about the Biobehavioral Development Laboratory run by Kristine Marceau, an assistant professor of human development and family studies. Mannin laughs when she says that the thing that she learned the most from Marceau's support had nothing to do with the lab. At one point, Mannin was a full-time student, working 10 hours a week in the lab, as well as juggling two part-time jobs, and trying to expand the nonprofit.

"It was a lot going on, and definitely knowing that she was there to act as a resource — that was amazing," she says. "It stopped me from burning out."

And it's paid off. Mannin finds joy in helping to alleviate the stress and pain involved in the lives of the children she serves.

"These kids — especially the ones we visit in the hospital, are oftentimes in very hard circumstances," she says. "I think my favorite part is knowing that I have improved their emotional well-being, even just a little bit."

More information about Courage and Kindness Co. is available at courageandkindnessco.org.



Molly Mochel was always interested in health care, but it was on a whim that she enrolled in Purdue's speech, language, and hearing sciences program as an undergraduate student. What she ended up with was a community of supportive faculty, the presidency of the Purdue chapter of the Student Academy of Audiology and her dream career path.

"Our supervising audiologists here set really great examples of the kind of audiologist I want to be," says Mochel, who is now a second-year graduate student in SLHS. "They take as much time as they need to counsel their patients to fully understand how to work their hearing aids. They do everything they can to help their patients."

Most insurance carriers do not cover hearing assistance, says Melissa Newell, faculty advisor for Purdue SAA, so pediatric patients often turn to the Hearing Aid Assistance Program of Indiana (HAAPI). HAAPI is a fund that renews each July, but when the funds ran out in February, SAA decided they needed to do something.

So they created a gift fund to help clinic patients pay for hearing aids and accessories, and started an annual fundraising dinner to fill it. Mochel helped organize last year's first dinner, which raised around \$10,000 for its pediatric patients.

"Because of the gift fund, we were able to order the aids for the patient without making them wait until July to begin the process for funding, which can take several months," she says.

Now, as president of SAA, Mochel and her fellow executive members organized the Second Annual Gift of Communication Benefit Dinner and expanded their target population to include adults as well (since adults have very few resources in comparison). This year's dinner raised just over \$5,000.

Mochel sees her work as the right thing to do.

"I've got a big family and, growing up, I was always taught if you have the skills and abilities to help someone, then you should," she says. "Seeing a patient who gets appropriately fitted hearing aids after years of difficulty communicating, and seeing their eyes light up when they can understand what their wife or their grandkid is saying, just seeing that excitement and joy — that's a big deal for me."



GIVING THE GIFT OF COMMUNICATION



All photos provided



GIVING THE WORLD A VISION,
AN EYE AT A TIME



Dr. Akshay Thomas (HSCI '08) wouldn't call himself a humanitarian, but his work speaks for itself. During his residency at Oregon Health and Science University, he spent Saturdays in the Casey Eye Mobile Outreach Van, which routinely saw 50 patients a day in underserved communities. He also visited the Marshall Islands, performing surgeries and screenings for patients without access to eye care and, as he finishes up his retina surgery fellowship, he continues to work with them remotely. The country, with more than 1,000 islands and 50,000 people, is between Hawaii and Australia.

His childhood in India fuels his drive to give back. He lived there from the ages of 7 to 19, and says that not being sheltered from inequities in access to education, nutrition and health care directed his future path.

"For those of us who were fortunate to have a good education, there certainly was a sense of wanting to pay it forward," he says.

And when Thomas arrived, Purdue was ready to hand him the tools to do so.

"I remember one of the first emails I got was a callout for a volunteer organization called Students Helping Others Through Service (SHOTS)," says Thomas, who immediately became involved with the organization and later, the Timmy Foundation. "It was my first real exposure to being able to help the underserved both locally and internationally. I quickly realized the tremendous gratification that came from such efforts and realized that it was something I wanted to continue long term."

But he insists his efforts aren't completely selfless, and that he is abundantly rewarded.

"When you go to a place like the Marshall Islands, you encounter patients who may have been living in blindness for several years, and we have the ability to restore vision with a 15- or 20-minute surgery. I have to say taking that patch off and watching the expression of someone seeing their child's face for the first time in years — there's something very special about that," he says.

"I think medical outreach is really the closest thing we have to true medicine. It's just you and your patient, and you're able to take care of them, and all they have to give you is their thanks. And that's all you need."



All photos provided



GIVING SEXUAL ABUSE AND
ASSAULT SURVIVORS A VOICE



As a survivor of sexual abuse as a child, **Matt Pipkin (CSR '07)** reached a low point when he struggled to see his own worth and went to a counselor for help. He says it changed his life.

"The bottom line is that every person possesses immense value innately," he says. "And nothing and no one — including sexual abuse and assault — can ever take away from that. I wake up every morning with the mission to share this truth with people."

In 2012, Pipkin founded Speak Your Silence, a nonprofit organization dedicated to preventing sexual abuse and assault, helping survivors find their voice and connecting survivors with counselors in their local areas.

Because shame is a major part of the experience of a sexual abuse or assault survivor, taking the step to get counseling is an important hurdle to clear. Currently, he says, people in 28 states have access to counseling through Speak Your Silence.

Its mission of helping survivors find their voices led to its symbol — a simple orange zigzag stitch representative of voice frequencies.

"At the end of the day, when we receive messages from people saying that their life's been changed because of our work, or they didn't commit suicide because they found us, that's the most rewarding part for me," he says. "Some even have the zigzag tattooed as a daily reminder."

And that's just the sort of camaraderie he wants in his nonprofit.

Pipkin had searched for comparable nonprofits but found the organizations' websites to be depressing.

"They do important work, of course, but their websites just left me feeling kind of bummed out," he says. "I wanted to turn my story into something hopeful."

The Speak Your Silence website is fresh and brightly colored, there's space to post one's story anonymously and the organization plans to transform an old VW bus into a roving pop-up shop.

Sexual abuse and assault is a dark space, and it was important to Pipkin that his organization be warm, hopeful and somewhat lighthearted so that people feel safe enough to find their voice, he says.

"It's a cause that people don't really want to go near," he says. "And that's exactly why I started the organization."

More information about Speak Your Silence is available at speakyoursilence.org.



**SPEAK
YOUR
SILENCE**
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## NURSING PROJECT TACKLES OVERMEDICATION AT INDIANA NURSING HOMES

By Phillip Fiorini

Serving as a nurse for several Midwest nursing homes, Kathleen Abrahamson saw firsthand the challenges of providing quality care and helping residents manage their many daily prescriptions. Today, as a leading Purdue University College of Health and Human Sciences nursing professor and researcher, Abrahamson is tackling that same issue, partnering with nursing homes across Indiana.

That has occurred through a two-year, \$600,000 Indiana State Department of Health project, officially named the Indiana Safer Medication Administration Regimens and Treatments campaign, or SMART. Collaborating with two statewide quality organizations, the project is touching residents at more than 20 Indiana nursing home facilities. A primary goal: To help them address the growing problem surrounding medication administration, particularly for patients with prescriptions for 10 or more drugs to be taken daily, known as “polypharmacy.”

“In terms of polypharmacy and reducing polypharmacy, it is a problem that touches many areas of health care,” says Abrahamson, whose team wrapped up the SMART project in April 2018. “It’s an economic problem, it’s a health outcomes problem, it’s a process problem. When people have to take 13 medications, it takes a long time. It decreases quality of life. We believed that if we could tackle this problem, it would have a significant impact across the board in terms of quality of care.”

Green House Cottages of Carmel, partnering with Purdue on SMART, examined the number of medications used by patients and their daily costs, as well as health care utilization, with a goal to reduce antipsychotic medications for its long-stay patients, says Green House executive director Gina Couch. Green House consists

## polypharmacy

noun | poly·phar·ma·cy | pä-li-fär-mə-sē

The concurrent use of multiple prescribed medications.



**40% of nursing home residents are taking 9+ medications daily**

of six cottages, each with 12 private suites. The cottages include a family-style hearth room, open kitchen and dining areas.

“Starting at our campus in September 2017, we have been able to successfully reduce our antipsychotic medications from 38 percent to 20 percent,” Couch says. “We continue to work toward transforming long-term care in the state of Indiana as we combine caring, living and thriving to create a real-home environment for our elders. I can’t thank Dr. Abrahamson and Purdue School of Nursing enough for working alongside long-term care facilities to better the quality of life for our elders.”

The problem is real, particularly in Indiana. Studies show that 25 percent of adults over age 45 in the Midwest use six or more medications daily. In nursing homes across the country, 40 percent of residents are taking nine or more medications daily, and Abrahamson says estimates show that Indiana exceeds that number.

Inappropriate medication overuse resulted in \$1.3 billion in avoidable health care costs in 2012, and officials say those costs continue to rise. Beyond the financial repercussions, nursing home residents are exposed to greater fall risks, adverse drug interactions, heart failure, renal failure, liver failure, delirium, cognitive decline and the risk of poor medication management, she says.

“As a nursing home nurse for 11 years, I found that medications were often inappropriately ordered or unable to be administered correctly,” Abrahamson says. “If you have a patient that isn’t able to fully cooperate, the drug’s usefulness also can be decreased. There is a need for ongoing medication review as people age

and become more debilitated, because some of the medications that they’re taking may no longer be appropriate.”

Through SMART, the Purdue researchers formed an academic detailing team and sought input from geriatricians and geriatric pharmacists with expertise and interest in nursing home care. At the heart of the intervention, she says, is a direct physician-to-prescriber communication.

This face-to-face education of prescribers by trained health care professionals, typically pharmacists, physicians or nurses, builds on peer-to-peer, evidence-based, prescribing-decision discussions.

The nursing homes also tapped Purdue quality-improvement experts and systems engineers in Purdue Nursing and across campus to tackle not just deprescribing, but the processes surrounding medication administration within their facilities.

“Changes to these practices at Indiana nursing homes could improve the lives and protect the safety of vulnerable residents, while allowing individuals and public funding mechanisms such as Medicaid to save money,” Abrahamson says.

Nursing doctoral student Yun “Karen” Cai, project manager for SMART, says she has had the opportunity to communicate with statewide nursing facilities, conduct site visits and draw on the expertise of researchers across many disciplines.

“I am a first-year doctoral student interested in nursing home research, and these experiences have prepared me for developing my own research trajectory,” Cai says. “Dr. Abrahamson, the superstar in nursing home research, is such a great role model. She has been an outstanding mentor to me.”



# LADISCH LED CREATION OF NEW COLLEGE

Inaugural dean steps down, feeling pride in HHS' strength, confidence in its future

By Greg McClure

**W**hen Christine Ladisch (MS '75, PHD '78), the inaugural dean of the College of Health and Human Sciences, stepped down Aug. 1, she did so convinced that the college was off to an excellent start and ready to take its next step in advancing human health, longevity and quality of life worldwide.

"Starting the college was invigorating and exciting," says Ladisch, who was appointed interim dean when the college was created in 2010 and, after a national search, in 2013 was named dean. "It's been successful because very early we talked about specific cultures and learning about each other."

During her tenure, the college has seen the reorganization and name changes of several departments, the dedication of three new HHS buildings, increased enrollment, expanded academic programming, including the establishment of the Public Health Graduate Program, and growth of external research funding. She also led the college's fundraising effort, which exceeded its \$77 million goal for "Ever True: The Campaign for Purdue," one year ahead of schedule.

"Christine Ladisch has been a tireless advocate for the college, its faculty, the students and alumni," says Purdue President Mitch Daniels. "She has been a valued and trusted leader among her peers on campus. Nationally, she has helped establish a successful 21st century model to configure the health and human science disciplines within a college."

In recognition of her leadership and service as dean, the Christine M. Ladisch Faculty Leadership Award has been established. The award recognizes women faculty who have excelled in leadership and supports those aspiring to even greater leadership roles. The awardee must be a female faculty member in the College of Health and Human Sciences who has taken significant leadership roles within her department, college, the University or the nation.

"I don't think you can listen to Chris speak about the College of Health and Human Sciences without being inspired," says Jay Akridge, provost and executive vice president of academic affairs and diversity. "As a former dean, you have to be inspired by what she has

**"AS I HAVE SAID  
ON A NUMBER OF  
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IT IS SOMETHING  
ELSE ENTIRELY  
TO BUILD ONE."**

— Jay Akridge, provost and executive  
vice president of academic affairs and diversity

accomplished as a leader — bringing nine very different departments from three colleges together to create a dynamic new college — is an extraordinary achievement.

"As I have said on a number of occasions, it is one thing to run a college, it is something else entirely to build one."

Ladisch will continue to serve Purdue and HHS.

"I know two things. One is that I will take a sabbatical and that will coincide with my husband's sabbatical," she says. "Two is that I am co-chair, with Mark Lundstrom (the Don and Carol Scifres Distinguished Professor of Electrical and Computer Engineering), of the Ideas Festival that is the centerpiece of the University's sesquicentennial celebration in 2018-2019. I have a lot ahead of me, and I'm looking forward to it."

The Ideas Festival will focus on four Giant Leaps topics of discussion — space, AI, health and a sustainable world — as Purdue reflects on the past, embraces the present and looks to the future. 🌱



Photo by Charles Jischke

**EIGHT YEARS AGO ...** I still vividly recall the excitement we shared as we prepared to launch our new college. We knew this was a special moment in time, an opportunity to build upon our collective expertise and aspirations to create a college with the critical mission of improving the lives of people.

It didn't take long for some of that excitement to turn into trepidation as we grasped the enormity of the task and the inherent challenges of bringing together nine academic units from three different colleges, each with its own culture, ways and expectations. But we plowed ahead, focusing first on building a solid foundation that reliably serves us well today. We set the bar high, with strategic goals to pursue focused, high-impact research, to prepare our students to succeed both personally and professionally, to improve lives through outreach to our communities, and to create a workplace atmosphere of inclusion and respect.

And we did it! The can-do spirit of our faculty and staff, combined with your support and encouragement, made this epic journey and our bright, sustainable future possible.

As my term as HHS' inaugural dean comes to a close, I'm often asked "What parts of the job did you like best?" The answer comes most easily when I reflect on what I will miss the most. I'll miss being the "chief advocate and cheerleader" for the college and its faculty, staff and students, and I'll especially miss you. Your loyal and generous support has made so many things possible, and I will be forever grateful for your friendship and belief in the bold journey we began eight years ago.

To everyone in our Purdue HHS family, it has been an honor and a joy to serve as your dean.

Sincerely,  
Chris

*Chris Ladisch*





## AWARD-WINNING PROGRAM STRENGTHENING FAMILIES

# TEACHES COMMUNICATION, PEER PRESSURE RESISTANCE

*By Maura Oprisko*

**P**eer pressure makes the teenage years one of the most difficult stages for families to navigate. The U.S. Department of Health and Human Services found in a 2015 study that 17 percent of students in grades 9-12 reported drinking alcohol for the first time before age 13, and 44 percent reported obtaining it from a peer. That's why, in 2016, Purdue Health and Human Sciences Extension (HHS Extension) introduced to Indiana the Strengthening Families Program: For Parents and Youth 10-14.

According to Barbara Beaulieu, HHS extension specialist, "All families have strengths, but the preteen and early teen years can be very challenging to families because it's in this age range, 10 to 14 years of age, that teens start pulling away from their families and are more influenced by their peers."

Strengthening Families Program: For Parents and Youth 10-14, which is generally offered at no cost to families, operates nationally for parents and kids ages 10-14, and works to build skills that strengthen the parent-child relationship, contributing to the resistance of peer pressure. Its effective results have gained recognition and awards from organizations like Blueprints for Healthy Youth Development, the Office of Juvenile Justice, the U.S. Department of Education, and the Annie E. Casey Foundation.

Beaulieu says that when HHS Extension searched for a substance misuse prevention program, Strengthening Families Program: For Parents and Youth 10-14 hit all the right marks.

"This program is for both youth and adults, which many other programs don't cover," she says. "And it's not just for families who are already having difficulties. It's helpful for any family."

Monica Jarret, mother of 14-year-old Cheron and participant in the Terre Haute program, agrees.

"It definitely opened up our communication barriers that were slightly building at that age, because we were kind of coming to a standstill," she says.

During their participation, Cheron and her peers were separated from the adults, and both groups independently participated in exercises and worked through materials that helped them understand the mind of the other. But in each session, the two groups would come together again and participate in communication-building exercises.

And the benefits of the experience didn't solely come from the material.

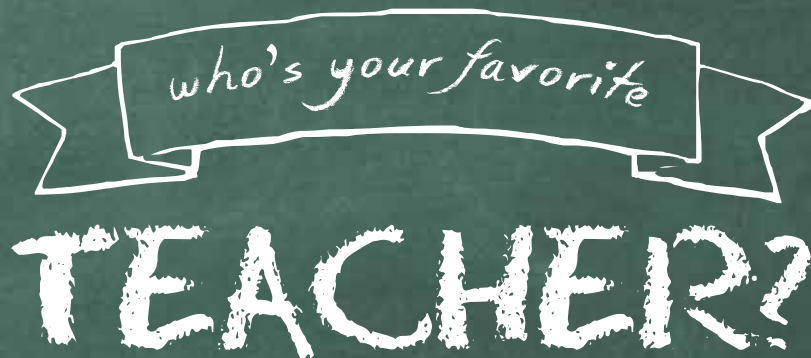
"It was fun!" Jarret says. "We really enjoyed the experience. It gave me such an opportunity to spend that little bit of time together each week and learn to build on something." 🌟

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***If you or someone you know is interested in participating, visit [purdue.edu/hhs/extension/programs](http://purdue.edu/hhs/extension/programs) to find a practitioner in your area.***



IN HONOR OF THE GREAT  
TEACHERS AMONG US AND THOSE  
WHO ENLIGHTENED US, WE ASK



My favorite teacher was Professor Jonathan Cheek at Wellesley College, because he invited me to work in his Lab when I was an undergraduate and showed me the joys of research. I am an academic psychologist because of Jonathan, and he remains one of my mentors to this day.

- MARION UNDERWOOD, Dean

Mrs. Ellen Mosson (HHS '74), my high school family and consumer sciences teacher. She made learning fun! She built life skills into each of her lesson plans - she taught the learner objectives and then connected them to real-life skills.

- ANGIE ABBOTT, Assistant Dean, HHS Extension

Mr. Kline from high school physics. He taught with passion and made the questions so clear and compelling you wanted to figure out the answers.

- RICK MATTES, Director, Public Health Graduate Program

Hands down this is Mrs. Hambright, my 2nd grade teacher at Curie Elementary in San Diego, CA. She taught me the value of investing time and discipline into my education - with math drills, reading and science projects. Yet, she also was my only teacher who played with us outside on the playground, too. Her example and high expectations instilled drive, determination and balance in her students.

- AARON BOWMAN, Head, School of Health Sciences

See more responses and share your own at

[WWW.PURDUE.EDU/HHS/LIFE360](http://WWW.PURDUE.EDU/HHS/LIFE360)

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