<table>
<thead>
<tr>
<th>Content</th>
<th>HEHD: The Engaged College with a Personal Touch</th>
<th>Inside front cover</th>
</tr>
</thead>
<tbody>
<tr>
<td>From the Dean</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Learners and Leaders Bond in New Community</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Why Undergraduates Bloom in LLCs</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>LLC Helps Make a Great Program Even Better</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Solving Societal and Educational Ills with an LLC</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Crucial Conversations in the LLC</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>New PRTM Curriculum Boosts Student Experiences</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>The Changing Faces of Public Health Care</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Raising the Bar on Healthy Habits</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Adjusting to the Culture of Caring</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>The Clear Influence of Invisible Campus Leaders</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Faculty Highlights</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

Shaping Education and Change in a Global Society

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Dear Alumni and Friends of HEHD,

This past year has been one of the most difficult I have faced in higher education. Certainly, the budget situation has been problematic, but higher education is facing many other challenges. We are in an unprecedented time of change. Although there are many variations of the issues and concerns being raised, they generally revolve around three major themes: 1) the role, purpose and outcomes of higher education; 2) the 21st century or digital learner; and 3) the overall financing of higher education. The College of Health, Education, and Human Development is working hard to respond successfully to each of these challenges.

Over the past three decades, there has been significant discussion of the role, purpose and outcomes of higher education. The debate has come from both those supporting a liberal education orientation as well as those supporting a more professional studies orientation that prepares graduates for a career. Interestingly, there is now a commonality of thought evolving among those who advocate either orientation.

Because of the rapidity of change and explosion of knowledge, college graduates must develop skills and abilities that allow them to adapt to the unknown and the unprecedented. Rather than learning facts and procedures, they must become critical thinkers, problem-solvers and clear communicators. They must possess a sense of ethical behavior and be able to follow a process of ethical decision-making. Further, technology has made the world accessible to us all. Therefore, our graduates must have the knowledge and skills to work and function globally.

Finally, the world is too complex for a person to be able to function successfully as an independent agent. Thus, our students must learn to work collaboratively. Now both the liberal and professional educators are realizing that the “learned individual” and the individual prepared to successfully navigate the world of work must possess the same skills, knowledge and dispositions. We, in the college, have embarked on providing our graduates with these skills. We are transforming our curricula to provide the learner outcomes, just described, to all of our students.

An equally pressing challenge is the change in the way students learn today. The student generally “digital immigrants.” Students multitask; we work sequentially. Students are more comfortable with pictures, sound and video; we like the written word. Students form networks; we focus on individual and independent accomplishments.

To avert this potential gap between student and teacher, our faculty members are going to great lengths to adapt their teaching methods and style. We are seeing much greater use of technology in the classroom, everything from online lectures to the use of avatars via the virtual classroom. Group projects are becoming much more prevalent, and real-world problems are being presented for students to debate and solve. The focus is on the process of learning rather than the memorization of facts and procedures. Meeting the learning styles of the digital native has been a challenge for our faculty, but they have responded with grace and enthusiasm.

Finally, funding for higher education is changing dramatically, especially for tax-supported institutions such as Clemson University. Less than 20 percent of the University budget now comes from the state. Although our college budget proportionally receives a much higher percentage of its budget from state funds, we are still moving more toward a revenue-generating enterprise. If we are to grow and better serve our students, we cannot rely on tax dollars. We have made a concerted effort to expand our off-campus and distance-education opportunities. This not only is financially viable for us, it allows us to better serve the citizens of South Carolina as well as the world.

More people now have access to the expertise in our college via technology with our focus on taking the educational experience to the students. Also, we are looking to broadcast, webcast or alternatively distribute our faculty expertise to other audiences who find our services valuable. Short learning experiences, certificate programs, and on-site and online symposia or conferences are among the other types of learning experiences being developed by our faculty and staff. All of these efforts are helping us maintain our financial viability as well as enhance and expand our learning opportunities.

Although the changes in higher education today are very challenging, I am proud of the progress we have made as a college. We are continuing to change and adapt to serve our students and the citizens of South Carolina. This is the charge of any college or university — to change, adapt and be responsive to its constituent groups — and I am proud to say we are up for the challenge.

All of us in the College of Health, Education, and Human Development appreciate your continued support and engagement with us. We look forward to continuing dialogue with you. Please feel free to contact us anytime.

Respectfully,

Lawrence R. Allen, Dean

www.clemson.edu/hehd
Clemson’s College of HEHD and Division of Student Affairs have implemented a new residential learning community for incoming HEHD freshmen in fall 2009. The community is a place where students have rich opportunities to engage in living, learning, serving and playing together beyond the classroom.

The idea for the new community came during the 2008 HEHD/Student Affairs Summer Institute. After the institute, several participants began meeting to create a live-in learning environment for HEHD majors. The HEHD Living and Learning Community (LLC) is housed in Mauldin Hall and welcomed its inaugural class in August 2009. HEHD is pleased to have this new initiative as an avenue through which the college is better able to engage, educate and challenge 21st century learners and leaders to see their commonalities as HEHD majors and become true human development specialists.

How does HEHD define 21st century learners and leaders? These are students who embrace and epitomize the ideals of creativity, collaboration and communication in their work. As this state and nation move further into an expanding global economy with an increasingly service-based work force, there is a greater need for entrepreneurial initiatives. Students must have the skills to compete and contribute in order to survive and thrive.

As a college, HEHD has worked to create and refine its guiding documents, including the Learner Dispositions. These six statements create learning outcomes designed to cut across all areas of the HEHD curriculum. As part of their first-year experience, students in the HEHD LLC will become immersed in the dispositions and understand how they relate to them as students and as future professionals. The HEHD LLC will help students develop through four interconnected avenues as they live, learn, serve and play together.

Living together improves communication.

By living together, students in the HEHD LLC will have easier access to each other and to HEHD resources and programs. In a very real and positive sense, they will be a “captive audience” who will benefit from greater interaction with upperclass HEHD students, faculty, staff and alumni. Specially trained and selected peer advisers will live within the community. These upperclass HEHD students will serve as tutors, mentors and role models to the residents. Their charge will be to engage the first-year students on topics from the academic to the personal.

These increased interactions will enhance and support HEHD LLC students’ development by giving them further opportunities to collaborate and communicate with others in their prospective and related fields. What better way for these students to learn the myriad ways in which the components of HEHD are intricately linked together? A future teacher living with a nursing major may see the links between their curricula in the areas of preventive health screening. A professional golf management major may have late-night conversations with a recreation and tourism management friend, which leads to new concepts in business and leisure. The possibilities are endless!

Residential communities enhance learning.

Data on Clemson’s other LLCs from the 2008 National Study of Living-Learning Programs (NSLLP) shows that students who participate in a living and learning community have higher GPAs and higher retention rates than nonparticipants. NSLLP data also indicates that Clemson students are more likely to attend a presentation by a professional in their intended field, attend their classes and utilize learning labs or study sessions to improve study skills. Students in the HEHD LLC have access to weekly hall advising sessions, visits from campus departments, service-learning opportunities and interaction with faculty. These HEHD LLC students have an environment and the resources to help them succeed academically. In addition, programs and activities that focus on the students’ roles as professionals help them become leaders in their field.

Service experiences develop leadership.

There is no greater way for students to live what they learn than by serving others together. Service-learning is a cornerstone of the HEHD LLC and will provide students with practical experiences that demonstrate classroom principles. These service-learning experiences will also provide opportunities for students to grow in leadership roles as they work together with a common goal of benefiting others.

Play eases the social transition.

The HEHD LLC is not meant to be all work and no play! Living in a close community will allow HEHD LLC students to develop their social interests while they pursue their academic and career goals. Learning does not take place only in the classroom. Data from other Clemson LLCs has shown that students in LLCs have an easier social transition to college than nonparticipants.

Part of the college’s excitement about the HEHD LLC is that it is such a comprehensive program. The broad perspective of having a collegewide effort combined with the perspective of student affairs practitioners is one that will fulfill the goals of both organizations to enrich the students’ learning experiences.

Students will be challenged to be purposeful in all aspects of their lives; they will be learners and leaders by living, learning, serving and playing together. As Clemson President James Barker has stated, “There is no better investment that South Carolina can make in the current financial situation — none that would promise a higher return on the investment — than college students who will be tomorrow’s leaders, thinkers, entrepreneurs and global citizens.” The HEHD LLC is a place where students will receive wide-ranging resources to help challenge and support them for tomorrow’s world.
Why Undergraduates Bloom in LLCs
by Tammy Kahrig, Ph.D.

The introduction of learning communities on college and university campuses has been described by Vincent Tinto, Ph.D. [Distinguished University Professor, chair of the higher education program at Syracuse University and Senior Scholar at the Pell Institute for the Study of Opportunity in Higher Education in Washington, D.C.] as one of the most promising innovations in undergraduate education. Learning communities intentionally restructure the way in which students in a particular group (most commonly first-year students) typically experience college/university education — inside the classroom, outside the classroom or both — so that students will establish a stronger sense of community through increased interaction with their faculty and their fellow students and find greater coherence in what they learn. In the first year of college, when new students are faced with a dizzying array of challenges, learning communities can be a powerful tool for helping them to adjust to the academic and social demands of college life. Although the roots of learning communities can be traced back nearly 90 years, learning community programs did not begin appearing in widespread fashion until the 1980s, in response to the numerous calls for reform of undergraduate education and increasing public scrutiny that stemmed from the rising cost of tuition and alarmingly high noncompletion rates. Since then, learning community programs have evolved and expanded. According to a recent survey by the Policy Center on the First Year of College, learning communities have become a part of the fabric of most institutions, with more than 75 percent of the responding research institutions reporting that they offer learning communities. This fall, HEHD joins that national movement. The early attempts at remodeling the first-year experience through learning communities were based on a deliberate restructuring of the curriculum by linking courses or course work. Although these curricular programs are still common, learning community programs today are as varied as the institutions they represent and vary greatly in size, structure, themes and scope.

Learning Programs, of which Clemson University was a participant. The HEHD LLC will involve a cohort of as many as 140 first-year students from all HEHD majors living together in Mauldin Hall. This community will incorporate many of the features that have been shown to contribute most to student success, including significant collaboration with student affairs professionals, the use of peer advisers and resident assistants to facilitate student interactions with one another, activities that help build a sense of belonging within the community and in the residence hall, and classes and programs offered in the students’ living environment. Through its LLC, HEHD will provide a network of support for first-year students and their success in subsequent years, demonstrating the college’s commitment to being “the engaged learner dispositions into our program. In our professional golf management program (PGM) at Clemson, our students have consistently scored high on their PGA checkpoint exams. Our students have consistently scored high on their PGA tests with a pass rate of over 90 percent. This past year, we obtained 100 percent retention rate in our LLC. When I meet with prospective students and parents, the Clemson’s PGM program mission is to develop industry leaders who possess expertise in the game and business of golf. Our program has the complicated task of educating professionals to meet the needs of both employers and golf customers. Golf professionals are being asked to take on a wide variety of operational and managerial responsibilities, so we must provide the education and training necessary for students to qualify for these high-demand managerial positions.

Our PGM Living and Learning Community (LLC) gives faculty a chance to incorporate important career traits in an environment that allows students to come together as a cohort and establish important relationships that last throughout their college career and into the job market. In addition, the LLC helps facilitate incorporating the HEHD learner dispositions into our program. In our professional development series, we typically have one guest speaker per month to discuss or train students in various golf industry skills and required professional competencies. The topics include improvement of interviewing techniques, development of leadership skills, managing an operating budget, teaching the game and creating a merchandise-buying plan. I found the professional development series to be a valuable tool in engaging freshmen and connecting them with the issues, professional attitudes, competencies and skills needed for success in managing golf facilities. The player development series is a schedule of competitive tournaments students can participate in to enhance their golf ability toward meeting the PGA playing ability requirement. Our PGM association facilitates and organizes fundraisers, golf tournaments, professional conferences and tailgating before football games. I have seen great results from all of these efforts. Clemson PGM students are often recognized in the golf industry as the most prepared and best students in terms of job performance during their internship experiences. We are also recognized as one of the top PGM programs on required PGA checkpoint exams. Our students have consistently scored high on their PGA tests with a pass rate of over 90 percent. This past year, we obtained a 100 percent retention rate in our LLC. When I meet with prospective students and parents, the PGM LLC plays an important role in the parents’ decision to send their son or daughter to Clemson because this community helps reduce parent concerns about the student’s assimilating into college life. Another important feature of the LLC is the connection to the Academic Success Center, which offers students group instruction and tutoring. I serve as each student’s academic adviser, and the LLC makes it much easier to conduct meetings, mentor freshmen and get students excited about their profession and career options. I am a strong proponent of the LLC because it has played an important role not only in integrating the HEHD learning dispositions, but also in assisting us with developing industry leaders who will excel in the job market. www.clemson.edu/pgm
Solving Societal and Educational Ills with an LLC

by Suzanne Rosenblith, Ph.D.

At the turn of the 20th century, the great American philosopher and father of progressive education, John Dewey, made a strong case for a form of education that combined academics with experience. As a trained psychologist, he thought it made good educational sense to provide students with learning opportunities based on things that interested them and mattered to them. As a person deeply concerned with the social, racial, ethnic, religious and class strife that was present in American urban society, Dewey believed that children educated in an environment where they were taught to problem-solve in the course of learning would be predisposed to address social issues as adult citizens. In short, for Dewey, education was primarily in the business of fostering growth and democratic citizens.

I can’t help but think that Dewey would wholeheartedly endorse the concept of our HEHD Living and Learning Community (LLC). For Dewey, life was inherently social, and the purpose of life was for individuals to grow continually to improve the social order. In fact, for Dewey, two criteria needed to be met for an experience to be considered educative. First, the experience had to be relevant to the learner. Whatever material was to be taught, Dewey believed, it had to be something that mattered to the student. Secondly, it had to contribute to future growth.

For Dewey, growth entailed the desire to continue learning and the ability to take what one has learned and contribute to the enrichment of the group. For Dewey, an experience is educative not because one “succeeds” at the task at hand, but because the learner has the desire to continue learning; and the material learned can somehow be related back to the collective and help the group to flourish.

As part of the HEHD LLC experience, students must provide a certain amount of service hours to either the Clemson University Garden Collaborative or the Clemson University Outdoor Laboratory. The Garden Collaborative project is a partnership among the Healthy Campus Initiative, the Student Organic Farm, Code Elementary School and HEHD. Students will have opportunities not only to work on the organic farm in whatever capacity needed, but more importantly to work with elementary school students from a local Title I school. In their capacity as “garden mentors,” HEHD students will work with the students on reading, nutrition, exercise, health and recreation. In addition, participants in the Garden Collaborative will develop their thinking on concepts such as sustainability and social justice.

The Garden Collaborative could meet Dewey’s criteria for an educative experience by linking academic concepts such as sustainability, social justice, nutrition, education, recreation and health to a fun outdoor activity. The project has the potential to become a meaningful experience for all participants. We hope that the lessons learned in this informal setting will be formative and foundational as our freshmen progress through their academic and professional careers.

Another HEHD LLC co-curricular activity allows students to engage in opportunities at the University’s Outdoor Lab. The Outdoor Lab is host to many summer camps, weekend events and weeklong outdoor experiences for a wide range of participants and communities. HEHD LLC students will be able to volunteer their time at the lab in many capacities. Working with a wide range of populations at the Outdoor Lab will expose the students to experiences and activities that are relevant to their future professions.

At the turn of the 20th century, Dewey maintained that the biggest social crisis facing America was authoritarian control. He argued that the best way to overcome these societal problems was to provide every young citizen an education in a school conceived of as a laboratory for democracy. Dewey believed it was the school that had the greatest potential to foster in students the dispositions to care about making society better if they had opportunities to share ideas, test out hypotheses and learn from each other.

The HEHD LLC has this potential, indeed.

Crucial Conversations in the LLC

by Rachelle D. Washington, Ph.D.

I am the teacher of record for the English Language Arts Block experience. The nexus of social justice and learning is an integral part of my pedagogical practice and praxis. Students in my classes (graduate as well as undergraduate) are called upon to examine themselves—including their power, privilege and oppression.

Students engage in scissoring discussions of how their backgrounds—mostly privileged—impact their worldviews. Their growth is not without resistances. Students who “know” each other grow to know more about peers and themselves in astonishing ways. We, yes, we learned how different conversations identify different spaces, places and situations, and navigated tough conversations, especially those related to gender, race, class, sexual orientation, ability and linguistic differences. This practice led me to believe if communities can work inside classrooms with safe spaces to dialogue, buttressed by the ideology, “everything I learned, I learned in kindergarten,” then communities can work inside the HEHD Living and Learning Community (LLC).

With many universities looking for ways to strengthen communities, it is no wonder the University’s LLCs offer multiple focus areas. Prominent universities explore ways to assist their clients—students—in developing as change agents through LLCs as a viable part of an educational experience. The HEHD LLC will infuse social justice as an integral part of the experience while expanding HEHD’s ideology of educating students with a desire for social justice. This desire for social justice challenges us to pay closer attention to the mission, vision and HEHD dispositions that we might read in a meeting, on a flight or at or as a part of a University workshop/professional development seminar. If Clemson is South Carolina, then collectively we have a task to move beyond reading to practicing dispositions.

The HEHD LLC can position itself to become a forthright reflexive and interactive community that addresses questions Clemson students should ask themselves to reimagine their own discourse, provide authentic experiences for a cadre of HEHD future leaders and public servants, and attend to HEHD dispositions that move from paper to practice. To that end, an invitation to dialogue with professors, community members and those who can share perceptions can advance thinking, discovering and a sense of community, which decreases distance in communication and increases students’ worldviews.

Just as we use multiple means to communicate and capture experiences inside classroom communities, so, too, will student experiences in the LLC. An added value to the HEHD LLC is capturing residents’ stories using narratives. When one considers storytellers such as Zora Neale Hurston, Harper Lee, Toni Morrison, Joel Osteen and even our grandchildren, one cannot dismiss the power of story. With Clemson’s resources—human and technology-based—the HEHD LLC residents can document discussions of issues such as race, class, gender, sexual orientation, ability and linguistic diversity affecting our society in general and Clemson in particular.

To accomplish this goal, students need historical, sociocultural and sociopolitical perspectives to aid their understanding of social issues. The goals of the LLC will not come easily. However, students who once wondered whether they could navigate a conversation or situation can skillfully address diversity paradigms and their own subjectivities while living and contributing to a community standing at the cusp of conversations.

“Does not one have to act upon one’s freedom along with others—to take the initiative, to break through some boundary? Does not one have to claim what are called ‘human rights’ to incarnate them in the life of community?”

Maxine Greene
New PRTM Curriculum Boosts Student Experiences

by Robert Brookover, Ph.D.

In an effort to enhance our students’ academic experiences, the Department of Parks, Recreation and Tourism Management (PRTM) has revised its curriculum for student majors. Our goal was to better integrate service-learning, Creative Inquiry, technology, and other pedagogical tools in a manner that would prove the most beneficial to our students. The result is a new core curriculum.

The new curriculum was developed by a PRTM committee, including Fran McGuire, Denise Anderson, Bill Norman, Betty Baldwin and me. There are five concentration areas in PRTM—parks and protected area management; therapeutic recreation; professional golf management; travel and tourism; and community recreation, sport and camp management. All concentration areas share a core curriculum that includes courses on theoretical and philosophical foundations, programming, administration, risk management, research methods, and environmental and behavioral aspects of leisure and recreation.

The old version of our curriculum had students taking general education requirements throughout their four years at Clemson. Because general education provides a foundation, the new curriculum requires students to complete their general education courses during their first three semesters. In addition, rather than the traditional course schedule with courses that meet three times a week for 50 minutes, students are given a block schedule in which they take only PRTM classes. This format will allow us to be more creative and flexible in how, when and where we teach, interact and mentor our students. The new format will be called the core immersion semester.

After students complete their general education requirements, electives and three one- or two-credit introductory PRTM courses, they will enter the core immersion semester, usually during the spring semester of their sophomore year. It’s a 12-credit experience that allows us to continue to meet our National Recreation and Park Association (NRPA) accreditation learning objectives/outcomes while also helping students fulfill HEHD’s six learner dispositions. We wanted to keep the student-faculty ratio at or below 19:1, so five to seven faculty will team-teach the 85 to 100 students in the immersion semester.

The PRTM faculty will use a variety of methods to teach the core immersion courses: large group lectures and speaker series; small group discussions; synchronous and asynchronous online learning activities; applied projects; assessment, evaluation and other research activities; and multiday site visits to meet and interact with professionals in the field so that students can learn firsthand about the facilities, programs and issues the professionals handle on a day-to-day basis.

Alternative grading methods will also be applied. Traditional exams and quizzes will be part of the grading system but not as the norm. Journaling, research papers and technical reports, ePortfolio assignments, discussion boards, development of Web sites and demonstration of the understanding and ability to work with technology will be the primary forms of evaluating student performance. Students will be graded in five, one- to four-credit blocks, and NRPA learning objectives/outcomes and HEHD learner dispositions will be integrated across all activities.

In addition to the other activities, students will complete a four-semester sequence of Creative Inquiry that begins during the immersion semester. Creative Inquiry courses are designed to get undergraduate students involved in research and creative processes. Students will work with one or the faculty members team-teaching their immersion seminar and complete a yearlong research project during their junior year. The first semester of the senior year, the students will present the projects to their peers. When and where appropriate, the students will also present at state, regional and national conferences.

The final piece of the puzzle is the new HEHD Living and Learning Community (see page 4), which provides opportunities for HEHD students to gain greater understanding and appreciation of the different human-services disciplines they will collaborate with in the future.

This is an exciting time for PRTM and our college as we enter new territory in how we interact with, serve and educate our students. As HEHD alums, if you have questions, suggestions or resources we can use as we continue to implement our new curriculum, please contact me at (864) 656-2231 or bob@clemson.edu.
As students begin and end their “Introduction to Public Health” course experience each semester, they are asked to answer the question, “What is public health?” While this question may seem simple at first, students soon realize it is much more than just educating people on how to live healthy or providing community health clinics or immunization programs. They realize that, like many Americans, they don’t fully understand what public health really involves.

While students may be concerned when I tell them I won’t give them the specific answer to this test question, I assure them that they will gain the knowledge and skills necessary to effectively answer the question by the end of the semester and their collegiate career. As students begin to refocus their attention from grades to knowledge and skills, they discover that while being able to effectively communicate the answer to this question is the ultimate challenge to keeping the public healthy, it will also increase their likelihood of receiving the grades they seek while enhancing their ability to become highly effective and valued professionals within our evolving world and U.S. health care system.

So what is public health? The mission of public health is “to fulfill society’s interest in assuring conditions in which people can be healthy” (The Future of Public Health, Institute of Medicine). Public health care is the “preventive” arm of our U.S. health care system, and it works synergistically with our more recognizable “curative” medical care system. It is the associated activities of governments, private and voluntary organizations, and individual citizens working together to bring about improvements in the quality and years of healthy living for approximately 300 million Americans.

Public health care is unique from medical care in that its primary focus is on the holistic health (e.g., physical, mental, social and economic health status) of populations, as opposed to individuals, utilizing a science-based systematic process of population health improvement. Due to the large multidisciplinary organizational nature of our health care system, public health professionals must possess a level of understanding in each of the core public health science disciplines: biomedical sciences, epidemiology and biostatistics, environmental health science, behavioral health science and health services research. In addition, they must possess the skills necessary to work collaboratively with diverse professions and cultures while also being able to effectively deal with the inherent economic, political and ethical controversies that influence the effectiveness of our nation’s health care system.

It is through this multidimensional integrated training that our future health care professionals will be better prepared to take on the broad range of health threats facing our nation. These threats include skyrocketing health care costs, a significant percentage of adults and children lacking health insurance, medical mistakes ranking among the top 10 modifiable causes of death, obesity and physical inactivity-related diseases, emerging drug-resistant strains of infectious diseases, food-borne illnesses, childhood diseases, an aging population, violence, substance abuse, climate change, poverty and the numerous health disparities that exist within our nation.

During students’ participation in “Introduction to Public Health,” they are challenged to show they can learn through independent reading assignments, lectures and discussions, short perspective papers called mini-assignments and a term paper in which they form a position on the course to the world around them and show that they can effectively present their perspectives in written form. These perspective papers encourage students to identify public health care concepts in the media, identify current science-based information using information technology; critically analyze research studies for their strengths, weaknesses and uncertainties; describe ethical dilemmas in health care and a personal framework by which they can make ethical decisions; and describe the process by which governmental activities are designed to empower individuals, communities and populations to be healthier while taking into account individual liberties, economic impacts and potential value conflicts.

These skills and knowledge are so beneficial for our future health care providers that the Centers for Disease Control and Prevention and the Institute of Medicine have recently recommended that anyone pursuing medical school acceptance or careers in the U.S. health care system receive introductory training in public health as a part of the academic curriculum. As our health science students take on the challenges of their course work and upper-level service-learning opportunities offered through the HEHD Department of Public Health Sciences (DPHS), it is encouraging to know they will not only be better prepared to seek medical school education but also many of the numerous professions within our broad U.S. health care system.

As a lecturer in the DPHS, I feel privileged to be able to provide skill-based education while incorporating my broad-based experiences in public health to such a well-prepared and inspired group of students who achieve so much during their Clemson experience. I am also glad to have known all the students who have come through my classroom in the past seven years as they have challenged me to enhance the education I provide by helping me better understand the changing culture, learning styles, interests and skills of our future health care professionals. I am truly honored and encouraged to have seen the changing faces and abilities of our new generation of health care professionals.
by Sarah Griffin, Ph.D.

If current trends in childhood obesity continue, today’s children will be the first generation not expected to outlive their parents’ generation. According to the American Heart Association and the Centers for Disease Control and Prevention, one in three children in the U.S. is considered obese. Associated with the obesity trend are increases in health conditions such as type II diabetes and high blood pressure that are typically conditions experienced by adults or senior citizens.

How does society help children learn about healthy behaviors and the skills to live a healthy life? How can children be motivated to practice these healthy behaviors every day so the healthy behaviors become a habit? One program in the Upstate, Zest Quest® (www.zestquest.org), is working to help children incorporate seven daily habits into their everyday life. During the 2008-2009 school year, Zest Quest worked with 14 S.C. elementary schools in Greenville, Oconee, Pickens, Rock Hill and Spartanburg, and one school in Asheville, N.C. Zest Quest wellness coaches help children learn about healthy living, set healthy living goals, develop skills to reach their goals and track progress. The coaches use classroom-based instruction, before- and afterschool programs, schoolwide initiatives to address the social and physical environment, mentoring programs and parent/guardian programs. During the 2008-2009 school year, Clemson researchers Katherine Cason, Ph.D., Joel Williams, Ph.D., and I work with Zest Quest to provide an external evaluation of program effects on students. Many Clemson undergraduates and graduate students have also been involved. In summer 2008, students from the departments of Public Health Sciences, Sociology and Anthropology, Food Science and Human Nutrition, and the Eugene T. Moore School of Education were trained in data-collection protocols and procedures for the Zest Quest evaluation, and they have assisted in these areas. The students are learning to work collaboratively with schools, families, students and the Zest Quest program, which reinforces our HEHD learner dispositions.

Preprofessional health studies major Chris Hopkins developed and completed an independent study and honors project associated with the evaluation. He worked with two Zest Quest schools to review student-reported behavioral tracking data. His hypothesis was that students in third, fourth and fifth grades in the Zest Quest schools would increase their healthy behaviors and decrease their unhealthy behaviors over the school year. He worked with me to complete and submit an Institutional Review Board application to supplement the Zest Quest evaluation.

Setting goals and tracking behavior related to the goal are key behavior-change strategies, particularly for daily behaviors. It helps the student remain focused on the behavior(s) he or she wants to do, keep track of progress and identify factors that affect progress during the day. As the healthy behavior becomes a habit, students can still use these tools to help them get back on track if they lapse in healthy behavior or if they want to monitor and reward themselves for continuing to reach their goals.

For the behavioral-tracking study, we used only third-, fourth- and fifth-grade classes with the highest participation rates for the analysis. Class size ranged from 17 to 24 students with an average of 20. Information from the students’ daily trackers was used to compute weekly averages for days students met the Zest Quest-recommended behavior goal. Table one shows the percent change from the baseline average for each of the seven daily health behaviors.

Chris found that the four daily behaviors with the largest percent change were eating three servings of vegetables, eating two servings of fruit, limiting sugary drinks and limiting TV/video game time to 60 minutes (see figures 2-5). The other three behaviors, getting 60 minutes of physical activity, eating breakfast and sleeping nine hours, each had very high baseline averages, so there was not much room for change through increasing or improving these behaviors.

The findings suggest that Chris’ hypothesis was true for three of the four nutrition behaviors and one of the two physical activity behaviors. His findings also show that students in Zest Quest schools are learning and adopting daily healthy habits.
Adjusting to the
Culture of Caring

When Linda Howe, Ph.D., RN, watched as members of her family struggled with the freshman-year transition to college, she decided she wanted to be a part of the solution. She realized that successful students often need guidance to maneuver the new challenges presented by the college environment, both academic and social. Fast forward a few years, and Howe is again a part of the solution for new students who need a helping hand. This time, she is lending her expertise to HEHD as the freshman academic navigator and associate professor of nursing.

The Nursing Freshman Academic Navigator Program is a unique project designed to aid in the retention of freshman students in the School of Nursing, to socialize the students into Clemson nursing and to provide a support network for these new students.

Getting a Good Start

Building the support system begins early. Once entering students are accepted, current nursing students make a personal phone call. Soon after, Howe e-mails the students to greet them and offers advice on finding additional scholarship funds. She stays in contact during the summer and makes a presentation to freshman nursing students at each of the University’s summer Orientation sessions, explaining what it means to be a Clemson nursing major. Howe talks to the students about finding a “dream team,” the people who will work with them to help them reach their goals. She also reaches out to family members to reassure them and give tips on how they can be supportive.

“Engaging with parents and keeping them informed about what their child will be facing freshman year is a key element to this program. Clemson nursing students are active in the School of Nursing program from day one. Open lines of communication tend to put both student and parent at ease,” says Howe.

Choosing the right courses can be another hurdle. Students receive assistance in selecting courses and registering for classes. Howe and Kristin Goodenow, director of the HEHD Academic Advising Center and nursing academic adviser, provide guidance together. An added bonus for students is the special nursing section of CU 101, an introductory course developed for freshmen and first-semester transfer students. Sheri Webster, M.S., RN, and Barbara Warner, M.S., RN, both School of Nursing lecturers and mentors, present additional instruction in the class. Howe and Kristin Goodenow, director of the HEHD Academic Advising Center and nursing academic adviser, provide guidance together. An added bonus for students is the special nursing section of CU 101, an introductory course developed for freshmen and first-semester transfer students. Sheri Webster, M.S., RN, and Barbara Warner, M.S., RN, both School of Nursing lecturers and mentors, present additional instruction in the class.

Taking Advantage of Clemson Benefits

Once they’re on campus, Howe administers tests to determine what factors may present obstacles in the students’ academic performance. Those who have potential for concerns are referred to the University’s Academic Success Center to build confidence and bolster study techniques.

“There are so many obstacles that students face when away from home for the first time; peer pressure, loneliness, feeling overwhelmed or personal family issues are a few examples. All of these factors can play a major role in the success of any student. Helping students identify and deal with these obstacles from the beginning greatly increases his or her ability to have an engaging and effective college career,” says Howe.

Additional resources are provided for the new nursing students with two assemblies they attend each semester of the first year. The assemblies, given by Goodenow and Howe and based on the College of HEHD learner dispositions, emphasize caring, ethics and integrity, and teamwork. For a real-world view of nursing, the students are also scheduled for two shadowing experiences with local nurses. Such hands-on attention gives students a better look at the profession early in the academic career. For some, this can be an eye-opener.

“Some students are really interested in helping people, but nursing may not be the best way for them to achieve that goal,” Howe stresses. “We counsel them and help them find another major that fits them better.” With assistance from the Michelin® Career Center counselors and HEHD advising, students look into other areas such as recreational therapy or secondary education.

Although the number of students with serious academic problems was small before the program began in spring 2007, many contributing causes are now addressed and resolved before there is permanent damage to the academic record. The nursing cohorts currently boast a 100 percent retention rate (for academic factors) with no academic probation. At the end of year two for the program, the average GPR has increased to 3.66. Howe can take satisfaction in shaping a positive future for these young people. “They are very well taken care of,” she says with a smile. “After all, I’m a nurse.”
by Tony Cawthon, Ph.D.

As a kid growing up on a small, rural farm, going to school was the highlight of my day. I have always loved school, and I always knew I would attend college. In college, while I benefited from my classroom experiences, it was the opportunities outside class that most impacted my growth, learning and development. Those experiences were enhanced by outstanding student affairs professionals who worked to provide meaningful opportunities for student engagement.

The experiences also helped me realize that my goal in life was to mentor and teach individuals who want to serve college students. The master’s program in counselor education (student affairs) in Clemson’s Eugene T. Moore School of Education is for students who have that desire. The program seeks to train those individuals who will work with undergraduate students and help these students develop into leaders, thinkers, entrepreneurs and global citizens.

On the Clemson campus and many other campuses, these behind-the-scenes leaders are the men and women who work to ensure that undergraduate students have healthy, productive and rich college experiences. Most of these “invisible leaders” are master’s students and graduates of student affairs graduate preparation programs. They play essential roles that greatly enhance campus operations and environments. Ironically, if you talk with most of these individuals, they’ll say that they “fell into” or “happened upon” a career in student affairs because of the significant experiences they had during their undergraduate collegiate years.

On average, the graduate program receives applications from more than 30 states each year. From their initial acceptance into the program to their graduation, our students are immersed and engaged in the campus community in various higher education roles. Our mission is to educate future student affairs administrators, student development educators and college counselors who are experts in assessing and promoting student development.

Our program of study is designed to equip students with the skills and beliefs needed to serve as student advocates and campus-change agents. Utilizing a theory-to-practice philosophy, our students’ academic experiences are enhanced by their assistantship or full-time job and by three field experiences (a practicum and two internships). These field experiences allow students to make a positive impact not only on the Clemson campus, but also at many other higher education institutions.

Our students and alumni serve as the University’s front line of service. They are integral members of the divisions of Student Affairs and Academic Affairs, and more than 90 percent of our students are employed as graduate assistants in various roles and responsibilities within the Clemson positions. Some graduate assistants are resident directors, and some help impact campus initiatives on alcohol and other substance use. Others mentor and support student leadership and Greek-letter organizations, serve as career center counselors or work in academic advising.

Simply put, student affairs is mentoring, counseling, advising, challenging, supporting, listening, planning, organizing, leading, coordinating and assessing in an effort to positively affect all aspects of students’ lives inside and outside the classroom. Students and practitioners partner with faculty to create learning environments. As professionals, we must advocate for increased collaborative relationships with all segments of the campus community to design and create intentional and integrated learning experiences for students. We teach our students that they are catalysts for involving the campus community in discussions about learning and the development of the holistic student. They bear witness to significant life moments — love, loss, rewards and repercussions — and they have the honor of developing citizens of the world. They have an opportunity to make a difference for one student and for the larger community. For most, student affairs is a calling.

Our program maintains a unique commitment to extending learning beyond the classroom. We embrace and foster collaborative efforts between the academic program and the Division of Student Affairs, as shown by the following activities and programs:

- **The United Kingdom Study Abroad Student Affairs Program** offers students a 10-day opportunity to compare higher education and student affairs systems in the U.S. and U.K. Students also have a chance to experience an extended-stay practicum at the University of Sheffield in England.

- **An electronic portfolio (ePortfolio)** is a program requirement that reflects a comprehensive overview of students’ academic experience from their initial class to a final capstone class. One unique aspect of this digital portfolio is that students use rich media to record an audio and visual presentation of their student affairs philosophy. The ePortfolio can be used to showcase academic and nonacademic graduate experiences.

- **The student affairs graduate selection process** is coordinated by the Division of Student Affairs and the graduate academic program to recruit potential students by bringing them to campus for assistantship interviews with the department and various student affairs offices.

- **Conferences and professional meetings** enhance student opportunities. Two students recently received recognition as graduate students of the year by national and regional professional associations. In addition, each year approximately 20 students present papers at national, regional or state professional association meetings.

- **The HEHD Summer Institute** brings together HEHD and student affairs staff to develop leadership skills, promote the HEHD guiding principles and dispositions, and outline the Division of Student Affairs student goals. Each year, more than 40 students graduate from the program, becoming invisible leaders on college and university campuses across the U.S. While serving in various student services positions, these graduates impact countless lives by offering students the appropriate balance of challenge and support. As graduates of the student affairs master’s program, they are prepared to work collaboratively with students and various campus communities and constituents. They are ready to become campus change agents, to act ethically and to engage students in a global and diverse society.
Faculty Highlights

Eugene T. Moore School of Education

Stephen Bronack, Ph.D.
Stephen Bronack, Ph.D., associate professor, is creating and investigating new worlds for learning. Bronack teaches in the online human resource development graduate program, and significant components of the program are now offered within virtual worlds. He and his colleagues are investigating personality and relationship factors that impact successful learning among distributed learners to facilitate development of new educational systems and methods of instruction.

Bronack serves as director of technology for the Carolinas Virtual World Consortium, a research and development partnership among universities, schools systems and software developers studying innovative uses of virtual worlds to advance education and training. The consortium hosts a collection of virtual world platforms used by K-12, undergraduate and graduate students, and instructors in topics such as science, psychology, curriculum development and educational leadership. The consortium also supports grant-funded research. Bronack is an associate editor of the Journal of Virtual World Research and the International Journal of Gaming and Computer-Mediated Simulations. This spring, he co-edited a special issue of Innovate: Journal of Online Education entitled “Online Simulations, Role-Play and Virtual Worlds.”

Megan Che, Ph.D.
Megan Che, Ph.D., is an assistant professor of mathematics education. She teaches undergraduate and graduate courses in pedagogy and content, as well as professional development for practicing mathematics teachers. She is involved in program development at both the undergraduate and graduate levels, including offering several new courses. Che is a recent recipient of the Eugene T. Moore School of Education Excellence in Teaching award.

Che’s research interest revolves around issues of equity, social justice, and mathematics teaching and learning. Her research projects include such topics as mathematics education in postcolonial Cameroon, gender and mathematics learning, and single-sex education in middle grades. She has been awarded several internally funded grants and is co-principal investigator on an Improving Teacher Quality Grant from the S.C. Commission on Higher Education. Her work is disseminated through a variety of outlets, including high-quality international journals, a highly regarded national journal for practicing teachers and numerous presentations at national conferences of mathematics and international educational researchers.

Michelle Cook, Ph.D.
Michelle Cook, Ph.D., is an assistant professor of science education. She teaches both undergraduate and graduate science education courses at the middle and secondary levels. She also provides professional development for K-12 science teachers across the state. Cook, working with other colleagues in the departments of Teacher Education and Forestry and Natural Resources, was recently awarded an Improving Teaching Quality Grant from the S.C. Commission on Higher Education to work on environmental science with K-8 teachers in the lower part of the state.

Cook’s research interests center around the use of representations in science teaching. Her work has been published in Science Education, the International Journal of Science Education, School Science and Mathematics and the Journal of Science Education and Technology. In recognition of her scholarly contributions, she was recently honored with the Eugene T. Moore School of Education Research Award.

Mindy Spearman, Ph.D.
Mindy Spearman, Ph.D., an assistant professor, teaches graduate and undergraduate courses in social studies education, elementary curriculum, multiculturalism and the historical foundations of education. Influenced by her work as an archaeologist, Spearman’s current research investigates the ways in which teachers can use artifacts to further children’s cultural-historical understandings. She is particularly interested in the intersections of sustainability education with art, artifacts and social justice. Along with Angela Eckhoff, Ph.D., a colleague in teacher education, Spearman has been researching preservice teachers’ conceptions of environmental education for young learners and the ways in which elementary students connect artifacts and sustainability through reimagining object art explorations.

Spearman also conducts historical research on American teachers from the 19th and early 20th centuries. She is the only scholar in the country currently focused on the historical foundations of teacher professional development and is conducting archival research in Harvard University’s Gutman Library for a monograph on the history of the American teachers’ institute. She is managing editor of the American Educational History Journal, a national academic journal devoted to investigating the historical foundations of education. Spearman is the 2009 program chair for the Organization of Educational Historian’s (OEH) annual conference and has been elected president of OEH for the following year.

School of Nursing

Deborah Willoughby, Ph.D.
Deborah Willoughby, Ph.D., is a professor, undergraduate coordinator and simulation nurse researcher. As undergraduate coordinator, she oversees the undergraduate nursing program, which has climbed to a top ranking on National Council Licensure Examination (NCLEX) currently at 97.87 percent. This exceeds national and state averages by 10 percent. Willoughby has led the development of the very successful NCLEX improvement plan and policies to ensure that students master course content at each level. She was also the lead faculty member in the redesign of the Clinical Learning and Research Center.

As simulation nurse researcher, Willoughby works with faculty and students to integrate human patient simulation throughout the curriculum. She works with a statewide team to standardize preparation of nursing students’ performance in critical events that happen infrequently but require rapid, accurate action for positive outcomes. Willoughby is an expert in diabetes and is just completing a DHRH grant funded at $350,000 — “Helping Rural Elders Transition from Home Health to Chronic Disease Self-Management through Paraprofessional Outreach” — with co-principal investigator Cheryl Dye, Ph.D. Willoughby served for many years as the primary adviser for the undergraduate honors program. She recently completed her term as a faculty senator and lead senator for HEHD. She chairs a number of committees in the School of Nursing.

Arlene Johnson, Ph.D.
Arlene Johnson, Ph.D., is an assistant professor and pediatric nurse practitioner who teaches the pediatric courses in the undergraduate and graduate programs. Her doctoral research has been in the area of distance education. She is conducting research that addresses breastfeeding in adolescent mothers. Johnson has published and presented in both of these areas. She and another School of Nursing faculty member are collaborating with computer science faculty to develop a virtual patient. The virtual patient project is an innovative instructional pedagogy that will provide nursing students with the opportunity to develop their patient interviewing and assessment skills in the clinical laboratory setting. Johnson continues to practice as a pediatric nurse practitioner to maintain her clinical skills and national certification.
Faculty Highlights

School of Nursing
Shirley Timmons, Ph.D.
Shirley Timmons, Ph.D., is an assistant professor. Her research centers on health disparities with a particular focus on faith-based communities. She has participated on multidisciplinary research teams at the Greenville Hospital System, one focused on safety and the other on long-term care redesign. She has been the recipient of both the Mary Lehr Research Grant and HEHD Summer Research funding for studies on the “Church as a Research Setting” and “Addiction and Faith-Based Recovery Programs,” respectively. She has presented at several local, national and international conferences. Timmons recently received national certification as a certified nurse educator and works with students. She also serves on the Status of Black Faculty President’s Commission through the National League for Nursing. She was appointed chairperson of the Research Committee for the University Hospitals System, one interdisciplinary research team of the Greenville Hospital System, which has participated on multiple projects in international and national communities. She is currently working on studies that have presented at numerous journals, including the Journal of Park and Recreation Administration, Journal of Sport Behavior and the Journal of Youth Sports. She has made several national presentations or keynote addresses on sportsmanship and ethical behavior in sport. He has done work in ethical behavior in sports for various organizations, including the Canadian Coaches Association, U.S. Soccer Federation, U.S. Navy Child and Youth Program, and various city, county and state/provincial recreation agencies across the U.S. and Canada.

In the spring of 2010, he will take a class to Vancouver, Canada, to volunteer at the 2010 Paralympic Winter Games where students will have an opportunity to interact with athletes, spectators and participants from all over the world. Arthur-Banning has instructed an advanced program-planning class that has presented Strut your Mutt for the past three years. This event has brought community members and their dogs to Clemson for a fun time while raising more than $7,000 for local charities.

Robert B. Powell, Ph.D.
Robert B. Powell, Ph.D., is an assistant professor in the parks and protected area management concentration. He teaches undergraduate and graduate courses in interdisciplinary park and protected area management, park and protected area planning, international park and protected area management, ecotourism, and forest planning and recreation. He serves as chair for five doctoral students. Powell’s research and outreach have taken him to more than 40 countries and six continents and focuses on international park and protected area management with an emphasis on sustainable tourism and biodiversity conservation. As part of his research, he has conducted programmatic evaluations of both formal and informal environmental education and interpretation programs. His research includes investigating community-based conservation projects for the National Audubon Society and the Toyota Foundation, evaluating education and outreach in Great Smoky Mountains National Park and researching outdoor recreation and ethics training programs on U.S. public lands. Past projects include conducting an integrated marine protected area, tourism and coastal zone planning project in Sri Lanka for the U.S. Agency for International Development, working with land managers and tour operators in Antarctica, the Galapagos Islands and the Colorado River through Grand Canyon National Park to evaluate nature-based tourism as a conservation and informal environmental education tool; and investigating Fijian stakeholders’ support for marine protected areas. A former U.S. canoe and kayak team member and adventure travel guide, Powell recently (2005/06) used these skills to participate in a 60-day sea kayaking expedition to South Georgia Island (Antarctica) to conduct a census of two endangered bird species in an effort to develop tourism and protected area management recommendations.

Adam Savedra, M.B.A., PGA
Adam Savedra, M.B.A., PGA, is the assistant director of the PGA golf management program. He is a PGA professional and PGA graduate with a bachelor’s degree in marketing and an MBA from New Mexico State University. Savedra has more than 10 years of experience in the golf business with extensive knowledge in teaching, tournament operations and golf shop operations. His industry experience includes a first assistant/tournament director position with the Biltmore resort in Miami, as well as working as a golf instructor for the John Pallet Golf Academy. Savedra also served as an assistant golf professional at the PGA-owned and-operated PGA Golf Club in Port St. Lucie, Fl. As a faculty member at Clemson, Savedra works closely with students, strategically placing them on their 16-month required internship experience, advising them on academic and internship issues, mentoring them through the PGA/PGM program and providing tailored golf instruction. He teaches “Introduction to Golf Management” and “Advanced Methods of Teaching,” as well as seminar courses that help students prepare for PGA testing. He is passionate about providing opportunities for students to gain greater vocational skills in teaching, playing, club fitting, customer relations, rules of golf and tournament operations through technology use, and practical hands-on experience in the classroom and during the internship experience. Savedra is pursuing certified professional status through the PGA of America.
Hugh Spitler, Ph.D.

Hugh Spitler, Ph.D., associate professor, has served as a member of Clemson’s Institutional Review Board (IRB) for several years and in 2008 was appointed chair. The IRB protects the rights and welfare of human subjects recruited to participate in all types of research activities conducted under the auspices of Clemson University. In addition, Spitler is completing a multiyear grant funded by the National Institute on Alcoholism and Alcohol Abuse (NIAAA). This cooperative agreement project brings together researchers from Clemson, Wake Forest University and research staff at the NIAAA to develop more effective intervention programs for reducing the incidence of high-risk drinking among college students. One of the most important aspects of this grant has been that it provides an opportunity for a large number of Clemson students to gain experience as researchers and as peer health educators.

Karen Kemper, Ph.D.

Karen Kemper, Ph.D., associate professor, was named outstanding woman faculty member by the University President’s Commission on the Status of Women at its 2008 Outstanding Women and Distinguished Contributor Awards. Kemper’s contributions to women in society are particularly relevant because of her research, which focuses on health issues relating to women, such as eating disorders and female health behaviors. In addition to teaching for both the undergraduate program in health sciences and the health administration concentration within Clemson’s M.B.A. program, Kemper has provided leadership to students through a Creative Inquiry group “Impacting Human Development, Countering Toxic Messages for Women.” This project has studied the media and cultural messages related to women, particularly body image and self-image. Kemper is also a regular contributor of health segments for “Your Day,” Clemson’s show on the S.C. Public Radio Network.

Sarah Griffin, Ph.D.

Sarah Griffin, Ph.D., assistant professor, serves as a model of the potential to improve public health through collaboration between a research university and local communities. Griffin’s research, which employs the community-based participatory research approach, focuses on improving health through community-based programs and through changes in community resources and facilities. Recent collaborations have included a funded research project with colleagues at the University of South Carolina that seeks to modify physical inactivity through a neighborhood-level environmental walking initiative, research to evaluate the impact of community-owned HIV/AIDS and HPV awareness, education and health care access initiatives, research in collaboration with Anderson School District 5 on the effects of a vegetable garden as a school project, and research and evaluation with colleagues Joel Williams and Katherine Cason on the effects of the Zest Quest school-based wellness program currently implemented in South Carolina schools.
HEHD: The Engaged College with a Personal Touch

As a college, HEHD has worked over the past several years to create and refine its guiding documents, including the Learner Dispositions. These six statements create learning outcomes designed to cut across all areas of the HEHD curriculum. As part of their first-year experience, students in the Living and Learning Community (LLC) will become immersed in the dispositions and understand how they relate to them as students and as future professionals. The HEHD LLC will help develop these 21st century learners and leaders through four interconnected avenues as students live, learn, serve and play together.

Our Vision
The College of Health, Education, and Human Development (HEHD) will be the innovative force for creating collaborative models to enhance community well-being thus providing a foundation for social and economic development.

Our Mission
The College of HEHD will be recognized for innovative, multidisciplinary instruction, research and outreach/service that support and enhance human capabilities in all life stages and environments by preparing skilled professionals and creative leaders and by building healthy, well-educated communities.

Our Priorities
- Enhance academic programs.
- Increase research performance.
- Develop graduate programs with special emphasis on doctoral programs.
- Increase collaboration and outreach linkages.
- Expand distance/distributed learning opportunities.
- Create a diverse, yet cohesive community of faculty, staff and students.

Our Goals
- Ensure academic excellence and programs of distinction at the undergraduate and graduate levels through the incorporation of the HEHD Guiding Principles and Dispositions.
- Secure and allocate resources to support research and scholarship that advance the knowledge and distinctiveness of HEHD.
- Increase the number and quality of graduate programs and increase external funding support.
- Advance HEHD collaborative areas through interdisciplinary teaching, research and service/outreach with emphasis on diversity, global competitiveness and economic development.
- Develop and sustain quality alternative delivery systems.
- Attract, recruit and retain quality faculty, staff and students with a focus on increasing percentages of diversity.

Our Guiding Principles and Dispositions
- The College of Health, Education, and Human Development strives for excellence in teaching, research and outreach/service while developing human potential.
- Our teaching prepares skilled professionals and creative leaders.
- Our research validates the creation of national models for “best practices” and policies.
- Our outreach/service provides research-based programs and services.
- Our faculty, staff and students’ professional development adds value to the college.

Through its programs in the Eugene T. Moore School of Education, the School of Nursing, the Department of Public Health Sciences and the Department of Parks, Recreation and Tourism Management and other support units, the College of HEHD strives for excellence in teaching, research and outreach/service while developing human potential. HEHD strives to educate leaders who are prepared to create and administer integrated education, health and human service systems. These leaders will be capable of bringing the collective resources of the community together to address the concerns and challenges facing many citizens of South Carolina.

Dispositions are determined by what we value. These include working collaboratively, leading creatively, demonstrating resilience and an entrepreneurial spirit, possessing ethical conduct, possessing global perspective, becoming lifelong learners, appreciating diversity and understanding the complex global economy.

HEHD will prepare professionals who, in addition to content knowledge and skills, hold these six dispositions:
- Possess skills necessary to work collaboratively with individuals, families and community groups from diverse backgrounds.
- Possess skills necessary to lead effectively and creatively in complex and changing environments and to become agents of change.
- Demonstrate flexibility, resilience, adaptability, caring, ethical decision-making and ethical conduct.
- Possess knowledge of organizational behavior and how governance and systems work.
- Engage in professional development for continual growth and lifelong learning.
- Attain a global perspective and level of knowledge and skill necessary to succeed in a complex global economy.