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Hello Alumni and Friends,

This past year has flown by. The College of Health, Education, and Human Development (HEHD) continues to work very hard to prepare our students for an ever-changing world.

In the last issue of The HEHD Leading Edge, I wrote to you about many of the global concerns that also have an impact locally. These concerns have not changed, but in fact, they have intensified over the past 12 months. Global warming, cost and availability of energy, poverty, health care and health disparities, educational change and many other very important issues and concerns have been frequent themes of many articles, documentaries and debates around the world. In that issue, I also informed you of our efforts to respond to these challenges by preparing our graduates differently. We are working to revise our entire curricula across the College of HEHD to be sure our graduates possess the 21st century skills that are necessary to function successfully in today’s world.

It is no longer appropriate for anyone to think that he or she can ever stop learning and still be an effective worker, parent or community citizen. The world is changing so rapidly that education must be a continuous process. As I tell our incoming freshmen each year, the information you learn your first year at Clemson may become obsolete or ineffective by the time you graduate. Thus, you need to possess those skills that equip you to adapt and modify your knowledge base to allow you to successfully address the changing circumstances of your world. These 21st century skills I continue to refer to include abstract reasoning, problem solving, advanced communication (oral, written and technological), ethical behavior, collaborative abilities, innovation and creativity, and leadership.

In addition to these skills, we are hearing more and more from employers and the general public that all young people need greater development of their “soft skills.” Young people today are the most advanced in the use of technology, but this same strength has caused a deficit in the common professional and human relation skills we once took for granted. Work ethic, personal and professional accountability, basic etiquette, ability to work with others, commitment and loyalty are a few of the skills, or more appropriately the dispositions, that are being discussed. I was recently at a meeting of education and industry leaders in the state where one of the HR directors for a large corporation somewhat facetiously, “I hire very, very bright graduates, but they know nothing about working with another human being.”

We have heard these messages from you and many others, and we are responding to them. We are working collaboratively across HEHD and, in fact, with the Division of Student Affairs for the University to provide significant opportunities for the students in our college to develop all of these 21st century skills including the soft skills. As you can imagine, this is a significant undertaking. Although it is an onerous task, we have modified several existing opportunities for our students, and we are implementing several new initiatives that will further develop these skills and dispositions.

If this were not enough, we also are experiencing a change in the way students learn that is unprecedented. I alluded to their technological prowess earlier. Well, this technological ability is impacting the way they expect to learn as well. Students today are the first generation to grow up in a world immersed in digital technology such as video games, computers, MP3 players, Web cameras, cell phones and the World Wide Web, to name a few.

Many researchers studying brain development make a strong argument that youth today actually think and process information differently than youth of previous generations. Some question whether our education systems today are designed to teach this generation of digital learners. Thus, in addition to these skills, we are hearing more and more from employers and the general public who are equipped to face the challenges put before them.

This issue of The HEHD Leading Edge will provide you further insights into many of the changes going on in the college, as well as new programs that are helping to better prepare our graduates. I thank you for taking the time to read this issue, and I look forward to your continued support and involvement with the College of HEHD.

Respectfully,

Lawrence R. Allen, Dean
For many college students, spring break means hanging out on the beach and partying with their friends. For nine senior Clemson nursing students, the spring break of 2008 will be remembered as one with lots of hard work, long hours of travel and service to others. The nursing students took part in a medical mission in several rural villages near Macas, Ecuador, through a partnership with Volunteers in Medical Missions. The students received academic credit for the clinical component of community health nursing. Community health nursing utilizes service-learning as a pedagogy for teaching community care, social justice and cultural competence. While all students enrolled in community health nursing participate in service-learning projects, these are usually at the local level. This student group was unique because they implemented their service-learning at the international level.

I led this industrious nursing group in its project. In previous years, I have also directed students who traveled to Guatemala. Dr. Stephanie Davis of the School of Nursing also accompanied us in hopes of exploring ideas for future implementation with nurse practitioner students.

The mission team consisted of several physicians, a family nurse practitioner, a certified nurse midwife, two registered nurses, nine student nurses and several lay people. The team arrived in Quito, Ecuador, late in the evening on Saturday and traveled to Ambato by bus. Sunday morning began with breakfast and attending a local worship service. Members of the church gave the team an official welcome and prayed for their safe travel. The remainder of the day was spent traveling to Macas in southern Ecuador.

The following days began each morning at 6:00 a.m. with breakfast by 7:30 a.m. The team traveled to remote villages by bus each morning and set up make-shift clinics in a variety of settings. The in-country host had made arrangements and prepared the villagers the American doctors and nurses came to assist. Within a few minutes of the team’s arrival, hundreds of people would congregate to be seen for their health care needs. Because of the unsanitary conditions and poor water quality, all patients were given vitamins and parasitic medications.

People with specific health problems were seen by physicians or nurse practitioners. Student nurses worked with physicians and nurse practitioners to provide treatment and to assist with minor surgeries. The student nurses also worked in the pharmacy dispensing medications. As part of the service-learning objectives, the students educated adults and children on basic hygiene and oral care. Eyeglasses and toothbrushes, which had been donated by various organizations such as the CU-Student Nurses’ Association, were provided to patients. Approximately 800 people were provided with health care during the four days of clinics. Each day, the team worked until they had attended to everyone who had come to the clinic. Several home visits were made to patients who could not travel to the clinic site.

The student nurses learned many valuable lessons. They conducted cultural assessments with native Ecuadorians to learn cultural practices that have relevance for the provision of health care. They interviewed key informants to learn the unique problems that exist in the local communities. They made visits to homes where people lived in extreme poverty. During one of the home visits, the students met a mother and grandmother who were trying to care for two sons with cerebral palsy. The family had no food in the home, and the water had recently been turned off because the mother was unable to pay the bill. Everyone on the team gathered their snacks and water to leave with the family. The team donated the money to have the water turned back on and paid for a year in advance.

Most American college students do not truly comprehend what real poverty is. These nursing students now understand and have seen the firsthand effects. These images will have a lasting impact on their lives and nursing practice. Many of the students are already planning future trips after graduation in May.

Singer and songwriter John Mayer talks of “waiting on the world to change.” In the CU School of Nursing, students are not waiting. They are making a difference in people’s lives now!
Our research on first-year college students is grounded in the theoretical underpinnings of emerging adulthood. The first year of college is a key transitional time for students. Behaviors and experiences acquired during the early college years likely have an impact throughout mid- and late-adulthood (such as drinking practices and relationship expectations).

HEHD faculty and students in public health sciences are conducting two research projects funded by the National Institutes of Health. One study focuses on first-year college females at Clemson, and the other study focuses on first-year college males at Clemson. Both projects are exploring the experiences during the first year of college with a focus on alcohol use, sexual behaviors and unwanted sexual experiences.

The focus on alcohol use and unwanted sexual experiences is based on the fact that both of these behaviors are highly prevalent among college students and represent significant and inter-related public health problems. Nationally representative surveys indicate that approximately 40 percent of college students have engaged in recent heavy drinking, generally defined as five or more drinks in a row for men and four or more in a row for women at least once within the past two weeks.

Heavy alcohol use in college students is associated with alcohol-use disorders in later adulthood, as well as a host of negative consequences, including alcohol-related injuries and deaths. Additionally, unwanted sexual experiences also are prevalent among college students. College-aged females are at higher risk for sexual victimization than any other female age group, and rates of sexual victimization are three times higher for females in college compared to females of similar ages in the general population. Alcohol misuse and unwanted sexual experiences often go hand-in-hand. Studies indicate that at least half of sexual assaults among college students are related to alcohol use.

Public health sciences students have had the opportunity to gain research experience in real-world issues facing youth while they are still youth themselves. The stu-dents have been able to participate in all phases of this research, including survey design, study protocol strategies, data collection, data entry and data analysis, culminating in a presentation at the HEHD faculty research forum.

The study with females is funded by the National Institute on Alcohol Abuse and Alcoholism. More than half (720) of the freshman women at Clemson were surveyed at the end of their first year in March and April 2007. Women were recruited into the study through an email that invited them to the Student Health Center to complete anonymous surveys on women’s health. The survey included measures of unwanted sexual experiences, behavioral risk factors, coping processes and resources, psychological distress, and alcohol and other drug use.

We found that almost 20 percent of women reported some type of unwanted sexual experience in the eight to nine months since enrolling as a Clemson student. In total, 8.2 percent reported an unwanted sexual contact; 3.6 percent reported sexual coercion; 2.8 percent reported an attempted rape; and 3.1 percent a completed rape. In most of the incidents, the woman knew the other party — 37 percent were nonromantic acquaintances; 32 percent were romantic acquaintances or partners; 23 percent were casual or first dates; and only 8 percent were strangers. Alcohol was involved in 65 percent of the incidents and was just as likely to have been used by the woman (53 percent) as the men (56 percent). Only 4 percent of women who experienced unwanted sexual experiences reported the incident to the police. The main reasons women did not report were that they did not think the incidents were serious enough, they didn’t want anyone to know; they were ashamed or embarrassed; they didn’t want police or courts involved; and they didn’t want to get the offender into trouble.

Women who had experienced more severe forms of sexual victimization were more likely than their nonvictimized and less-victimized counterparts to have engaged in risky behaviors. They were more likely to have engaged in binge drinking, to have been drunk more than two times a month and to have used marijuana, cocaine, stimulants and painkillers. They also were more likely to have engaged in frequent partying, be in a sorority, have a larger number of sex partners, have more positive alcohol-related sexual expectancies and have lower sexual refusal skills. Women who had unwanted sexual experiences also had more negative views about themselves and the world, self-blame, alcohol-related problems, depression and post-traumatic stress symptoms than their nonvictimized counterparts.

The study with freshman males is funded by the National Institute of Child Health and Human Development. Data were collected from 800 first-year male students this past spring. These men will be resurveyed at the end of their second year. The survey asks males about their attitudes toward women, their experiences with both consensual and nonconsensual sex, their childhood experiences, and psychological and behavioral variables, such as propensity toward anger and impulsivity. Data were entered and analyzed this spring, and a presentation was given for the HEHD faculty research forum. Findings from both studies will be used to design preventive interventions for first-year college students.
According to the National Institute on Mental Health, about one in four adults in this country suffers from a diagnosable mental disorder, totaling approximately 58 million people. It’s no wonder the Occupational Outlook Handbook states that over the next decade, the need for counselors will grow at a more-than-average pace. HEHD and the School of Education’s nationally accredited community counseling program is addressing this need one student at a time.

Our very name mandates that we teach our students to work directly in communities. The goal of the community counseling program is to train practitioners to be agents of change in their communities in the area of mental health. Depression, family issues, suicide/homicide, substance abuse and job layoffs are just some of the issues community counseling students study and deal with firsthand in their practicum and internship courses and when they enter the professional work force. An individual’s family, friends, co-workers and other community members are negatively impacted by such mental health issues.

Our students help individuals improve their quality of life, which will have a positive impact on those with whom the individuals interact. Additionally, students are trained to be change agents with families, groups, agencies, academic settings, governmental programs and others. Each course in the curriculum focuses on equipping our students with empirically sound counseling strategies that best help persons in the community. Thus, client advocacy and understanding the effects of the community on the client are two of the guiding principles in the definition of community counseling.

The HEHD and School of Education community counseling program is putting these principles into practice. Our Community Counseling Clinic was recently given the Lighthouse Award of Excellence for our work with families at the Family Learning Center of Anderson School District Four. The clinic, located in HEHD’s Sullivan Health Center, provides free services to local people who may not be able to otherwise afford services. We are involved in a collaborative project with the town of Clemson to provide counseling services at the Clemson Free Medical Clinic.

We are also addressing the needs of our S.C. schools by offering career development facilitator (CDF) training. CDFs are now required in every middle and high school in the state to help students find their individual strengths and explore possible career choices. To help with this initiative, I am now a CDF instructor and offer training to current Clemson students, school counselors and professionals statewide.

Our counseling students are not limiting their work to the local community; they are also taking a global approach. As the curriculum stresses, understanding the needs of those from other cultures is equally important. Thus, we have sent a group of students to Tanzania to work with children and teachers in a school program, and we are open to future overseas opportunities.

The program is not only training competent mental health practitioners, but also providing our students with the opportunity to add to the body of research in the academic community. Our students are encouraged to share their growing knowledge base by engaging in research endeavors. The following are recent examples of our students’ scholarly accomplishments during my time as program coordinator.

- Four students and one recent graduate have had their proposals accepted, and they have presented their research at the S.C. Counseling Association’s annual conference.
- Five students were accepted to present at the second annual Chi Sigma Iota student conference at the University of South Carolina.
- Two students have articles published in the international publication of Chi Sigma Iota, The Exemplar.
- One student’s work on childhood bereavement has been accepted for publication in Grief Digest.

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The HEHD Leading Edge

www.hehd.clemson.edu/schoolofed/ac_grad_prgm_m_cc.php

For the Common Good

by David A. Scott, Ph.D., LPC, NCC, CDFI
An ePortfolio is a collection of work and artifacts in an electronic format. At Clemson, these electronic collections are required for undergraduates and education graduate students. The ePortfolio may include supporting files such as text, pictures and video; evaluations, reflections and recommendations; evidence of academic competencies; writing samples; projects prepared for class or extracurricular activities; evidence of creativity and performance; and evidence of extracurricular activities.

The ePortfolio provides more than a compilation of materials. It provides a means to manage and organize work and a means for reflection. The ePortfolios allow for an exchange of ideas between the creator of the ePortfolio and the reviewer. This reflection component, along with the capacity to incorporate creativity and personalization, are what make the ePortfolio unique.

HEHD held its first ePortfolio Faculty and Student Affairs Institute during the summer of 2007. At the Institute, faculty members from HEHD and Student Affairs professionals examined the guiding principles and learning dispositions for the college and looked for ways to collaborate. Faculty members currently submit notebooks containing documents that demonstrate attainment of criteria for reappointment, promotion, and/or tenure. A few faculty at the Institute wondered if faculty could more effectively accomplish their goals with electronic documentation. It was decided that on a trial basis, one or two faculty could submit promotion, tenure, and reappointment (PTAR) documentation as an ePortfolio.

Using an ePortfolio was a way for faculty to demonstrate several HEHD dispositions, such as leading by example and using cutting-edge technology. Adapting to new technologies and new processes also demonstrates HEHD guiding principles.

I agreed to try to submit a faculty ePortfolio for my first full-year review for reappointment. Dr. Bill Havice, associate dean of HEHD, had experience working with graduate students and faculty ePortfolios, and he agreed to help me develop the ePortfolio. Yuanyuan Zhang, rich media (audio, video and computer) coordinator for HEHD, also offered assistance by coordinating the technical aspects. Dr. Havice and Yuanyuan were critical components to my completion of the project.

After obtaining permission from the School of Nursing PTAR committee to submit the ePortfolio, I began a frantic three-week scramble to complete it. One of the first tasks was to develop a schematic. Dr. Havice charged me with developing a schematic that could be a standard for other faculty but also allowing flexibility for different PTAR criteria. I also had to make sure the ePortfolio was intuitive and easy to navigate.

In order to fully utilize some of the college’s technology in the ePortfolio, I recorded rich media presentations to give the reviewers a personal overview of some of the components. I recorded a general overview of the ePortfolio, as well as presentations about my teaching philosophy, teaching achievements, research achievements and service activities. The presentations were only one to three minutes long, but they provided reviewers with a glimpse of my personality and my reflections of the work.

One of the first major hurdles was the need to scan documentation that existed in paper format only. A second major hurdle was the need to develop a detailed outline for content with an intricate numbering and naming system. Next, I had to organize the documents into folders.

Following completion of the ePortfolio, I wanted to do some qualitative research with the PTAR committee to compare the ePortfolio with the paper notebooks they reviewed. Interviews with the PTAR committee revealed that reviewers were split in their approval of using the ePortfolio format instead of a notebook. Of the six faculty members interviewed, only one had previous experience reviewing ePortfolios. One member and the program director had seen an ePortfolio demonstration, which made their navigation easier.

Faculty and administrators felt the positive aspects of the ePortfolio include storage and portability and that it was helpful to have multiple copies of the CDs to review. Although four of six reviewers did not get to watch the rich media presentation, one reviewer felt that the rich media presentations gave a deeper understanding of my priorities.

Negative aspects of the ePortfolio included that it required more time for review. Two reviewers indicated they had difficulty launching the CD. Only one reviewer printed out aspects of the ePortfolio. One reviewer felt there were no negative aspects of the format. Although I felt that the rich media presentations were the most meaningful aspect, only two reviewers reviewed them.

The administrators who reviewed the ePortfolio seemed the most positive about its use. Although nursing faculty will not continue to use ePortfolios at this time, other HEHD faculty are continuing this process. Faculty members are learning the process and leading by example. The Department of Parks, Recreation and Tourism Management has moved to 100 percent ePortfolio participation for the faculty PTAR process.

This trial project facilitated further incorporation of the ePortfolio process by HEHD. Our faculty members are learning new technologies, staying abreast of innovations and developing creative ways to document and reflect upon their accomplishments and career developments.

www.clemson.edu/ugs/eportfolio
Golf, Everyone?

by Lynne Cory, Ph.D.

The Department of Parks, Recreation and Tourism Management (PRTM) was fortunate to have been awarded two Creative Inquiries (CI) that began in the spring 2008 and focused on golf for individuals with disabilities. We anticipate that the CIs will continue for at least five semesters and subsequently become self-sustaining, ongoing programs at Clemson. One CI is titled “Adaptive Golf and Wheelchair Tennis: Development of a Recreation and Leisure-based Physical Activity Program for Individuals with Physical Disabilities and Mobility Impairments,” and the other is “Creating a Special Olympic Golf Program at Clemson University: Recreation and Competitive Activities for Disabled Members of the Community.” Although the initial proposal was to introduce wheelchair tennis, we realized the CIs needed to focus on golf and tennis at a time. The wheelchair tennis program is on hold for at least one semester.

As a PRTM faculty member in the therapeutic recreation emphasis area, I serve as a faculty mentor for the CI on the program for individuals with physical disabilities, and Caroline Gosquen, a PRTM professional golf management (PGM) faculty member and professional golfer, is faculty mentor for the CI on the program for individuals who have intellectual disabilities. We hope that the programs will transform the game of golf on Clemson’s campus and throughout the Upstate.

During spring 2008, the CIs met simultaneously on Wednesday evenings, and Caroline and I were co-mentors. This was advantageous because of our divergent areas of expertise. We both have a passion for creating community-based recreation and leisure opportunities for individuals with disabilities. There were 17 students enrolled for both the first semester and the first year of the CIs.

The goals of first semester were for students to become familiar with these areas:

• Basic information about event marketing and public relations
• Basic information about event and planning management
• Physical and cognitive changes related to aging and lifespan development for individuals with various disabilities
• Adaptive golf play
• Interdisciplinary faculty and student service-learning and outreach
• Community outreach through program development and implementation
• Interdisciplinary faculty and student service-learning and research
• Theoretical foundations of disability and physical activity

The second semester will begin in fall 2008 and will provide an opportunity for the students to have hands-on experiences with participants through a weekend golf clinic featuring a variety of sports, including golf, for armed forces service members and veterans with physical disabilities (Operation PLAY). The weekend will coincide with Veterans Day ceremonies and will be held at the Medren Conference Center, Martin Inn and Walker Golf Course. Plans are also under way for a weekend golf clinic and Pro-Am tournament for veterans and friends with disabilities in spring 2009. Potential external partners from the Upstate as well as other Southeastern states are interested in working with Caroline, Dr. Allen and me to move forward on the clinics and the tournament. Through these complementary CIs and following successful implementation of the armed services-focused sports weekend and golf tournament, we hope that individuals with a variety of disabilities will benefit from Clemson’s generous student-initiated, service-learning outreach. For individuals who reside in the Upstate who have physical or cognitive limitations, these CIs provide fun, dynamic and “FOREward” approaches to remaining physically active, spending recreation pursuits with friends and family, and developing skills that can be honed over a lifetime.

www.clemson.edu/ugs/creative_inquiry
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A well-rounded education focuses not only on the academic aspects of study, but on developing the whole person through life lessons that build character and comprehension and expand perspectives. At the HEHD Academic Advising Center (AAC), we assist students in doing just that — having a successful academic career and taking full advantage of outside-class experiences that broaden their worldview.

Our office is the first point of contact for many incoming HEHD students. At least once each semester, nearly 900 new and continuing HEHD students pass through the center’s doors for traditional academic advising, and it serves as a valuable communication link for students in the various HEHD majors. We provide a constant resource for students during a time of change and adjustment — their first two years of study.

As HEHD embraces the six learner dispositions (see sidebar), the AAC helps connect students with experiences that support these dispositions. For fall 2008, we developed a freshman profile to inform students about learning opportunities outside the classroom, such as Creative Inquiry, study abroad, service-learning and the ePortfolio.

Jesse Winchester, a freshman PRTM major, is a perfect example of a student who makes the most of his options. Jesse explains, “Many say I am swamped, but I say that I am the happiest person alive.” Life-long learning begins with passion, and Jesse is passionate about his activities. He proudly shows off the Clemson campus as a tour guide for visitors and enthusiastically assists incoming students and parents as an Orientation ambassador during summer Orientation.

Student Government Freshman Council, the Men’s Glee choir and the Student Affairs Student Advisory Board round out this busy student’s calendar. Jesse displays his interests online through his Clemson ePortfolio. The ePortfolio, a requirement for all freshmen and sophomores at Clemson, enables students to catalog, share and celebrate their professional development, academic and personal growth, and passion for learning. Jesse’s ePortfolio shows what Clemson students can accomplish with this program. It only takes a few strokes on the keyboard to pull up his electronic demonstration of outside-class experiences that make him more marketable in the recreation profession. You can even listen to his latest Clemson choral concert at jbwinch.googlepages.com.

AAC advisers help students understand what to include in their ePortfolio and answer the students’ technical questions. Paper résumés may be a thing of the past. Students provide a link to their ePortfolio, and future employers can read a sample of student’s writings, listing accomplishments or examples of professional work.

Study abroad is another opportunity to expand your horizons at Clemson, but when you think about majors designed for study abroad, secondary education math may not be the first discipline that comes to mind. Learning more about other cultures is a passion for senior secondary education math major Erika Stromberg. Working closely with her AAC adviser Ann Whitley, Erika was able to successfully finish requirements for her degree while also completing German and Russian course work and spending two semesters studying abroad in Trier, Germany.

“The whole experience of study abroad is an adventure in which you learn new things each day,” Erika explains. “Whether I am traveling or in my current hometown of Trier, Germany, there are always instances in which I learn more about myself and the world around me. The best way to describe the study-abroad experience is that through trying amazing experiences, one opens one’s eyes, heart and mind to the world.”

For students like Erika who choose to study abroad, the preparation process takes time and attention to detail. AAC advisers help students make sure that study-abroad credits apply within their current programs. We have a liaison to Clemson’s Office of International Affairs to ensure success in all aspects of the study-abroad experience. Ann Whitley assists HEHD students studying abroad this academic year, as well as faculty who conduct study-abroad programs. During the fall 2007, spring 2008 and summer 2008 terms, Whitley helped guide 114 HEHD students in study abroad.

Research experiences are beneficial to students on many levels, from providing the chance to explore emerging areas of study to giving them an opportunity to hone their research skills and work as part of a team. Creative Inquiry is Clemson’s innovative program that allows undergraduate students to be a part of a research team or project. So, when nursing major Meca Flores found herself with an extra course slot to fill in her spring semester, as her AAC adviser, I proposed that she make the most of that time with a Creative Inquiry project. For Meca, a sophomore from Goose Creek, S.C., research seemed the perfect complement to her academic achievements. Meca became involved in nursing faculty member Janice Lanham’s Creative Inquiry group on researching “Health Disparities Among Minority/Underserved Women.”

Advising students in the center isn’t the only opportunity I take to encourage students like Meca. I have been a member of the University’s MLK Enhancement Committee for several years. Each year I plan and organize the annual MLK memorial trip to make sure that Clemson students learn and live the legacy of Dr. Martin Luther King Jr. No, it’s not an official part of my job responsibility as an AAC adviser. However, HEHD faculty and professional staff alike work to ensure that students have every opportunity to learn, and students appreciate the effort.

Rhonda Staley, an HEHD junior in health science/health administration, says the trip was eye-opening. “Going on the MLK trip has helped me to become more culturally aware, which I feel is key to my success in the ever-changing and internationally expanding business world. In addition, serving on the planning committee has allowed me to further develop my leadership, teamwork and planning skills. All of these skills will help me to excel in my professional life.”

The HEHD Leading Edge is designed for study abroad, secondary education math may not be the first discipline that comes to mind. Learning more about other cultures is a passion for senior secondary education math major Erika Stromberg. Working closely with her AAC adviser Ann Whitley, Erika was able to successfully finish requirements for her degree while also completing German and Russian course work and spending two semesters studying abroad in Trier, Germany.

“The whole experience of study abroad is an adventure in which you learn new things each day,” Erika explains. “Whether I am traveling or in my current hometown of Trier, Germany, there are always instances in which I learn more about myself and the world around me. The best way to describe the study-abroad experience is that through trying amazing experiences, one opens one’s eyes, heart and mind to the world.”

For students like Erika who choose to study abroad, the preparation process takes time and attention to detail. AAC advisers help students make sure that study-abroad credits apply within their current programs. We have a liaison to Clemson’s Office of International Affairs to ensure success in all aspects of the study-abroad experience. Ann Whitley assists HEHD students studying abroad this academic year, as well as faculty who conduct study-abroad programs. During the fall 2007, spring 2008 and summer 2008 terms, Whitley helped guide 114 HEHD students in study abroad.

Research experiences are beneficial to students on many levels, from providing the chance to explore emerging areas of study to giving them an opportunity to hone their research skills and work as part of a team. Creative Inquiry is Clemson’s innovative program that allows undergraduate students to be a part of a research team or project. So, when nursing major Meca Flores found herself with an extra course slot to fill in her spring semester, as her AAC adviser, I proposed that she make the most of that time with a Creative Inquiry project. For Meca, a sophomore from Goose Creek, S.C., research seemed the perfect complement to her academic achievements. Meca became involved in nursing faculty member Janice Lanham’s Creative Inquiry group on researching “Health Disparities Among Minority/Underserved Women.”

Advising students in the center isn’t the only opportunity I take to encourage students like Meca. I have been a member of the University’s MLK Enhancement Committee for several years. Each year I plan and organize the annual MLK memorial trip to make sure that Clemson students learn and live the legacy of Dr. Martin Luther King Jr. No, it’s not an official part of my job responsibility as an AAC adviser. However, HEHD faculty and professional staff alike work to ensure that students have every opportunity to learn, and students appreciate the effort.

Rhonda Staley, an HEHD junior in health science/health administration, says the trip was eye-opening. “Going on the MLK trip has helped me to become more culturally aware, which I feel is key to my success in the ever-changing and internationally expanding business world. In addition, serving on the planning committee has allowed me to further develop my leadership, teamwork and planning skills. All of these skills will help me to excel in my professional life.”

The HEHD goal is to prepare professionals who master content knowledge and skills and 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 and adaptability, and caring, ethical decision-making and conduct;
• Possess knowledge of organizational behavior and how governance and systems work;
• Engage in professional development for continual growth and lifelong learning; and
• Attain a global perspective and level of knowledge and skill necessary to succeed in a complex global economy.

www.hehd.clemson.edu/aac

Life Lessons that Build the Résumé
by Kristin Goodenow, B.S., M.S.
The Gift of Lifelong Learning

by Tom Giffen, B.S., M.S.

At the center of HEHD is a belief that learning is a lifelong process that continues years after a student travels beyond the shadow of the bell tower in Tillman Hall. HEHD’s dedicated faculty and staff work diligently each day to instill this conviction, not only in every graduate, but also with the individuals who have joined the Clemson family by selecting the Upstate as their retirement home. The population explosion that the surrounding area is experiencing has brought numerous people to the Clemson region, and many of these new residents are discovering that the “Clemson Experience” is not just for those 18 to 22 years of age.

“Every day, the secret of living in the Upstate is becoming a little less of a secret,” explains Ed Krech, president of the board of the Osher Lifelong Learning Institute (OLLI) at Clemson University. “As a result, our region is blessed with a number of great minds. These individuals have been in the boardrooms of businesses and industries around the world, and they have been an integral part of any number of civic, social, and community organizations. The OLLI program is just capturing that expertise in a variety of ways, combining it with the strength of Clemson University and the beauty of the Upstate, and arriving at a pretty impressive way-of-life combination for its membership.”

Open to all residents of the Upstate, OLLI boasts just fewer than 1,000 members who are enjoying the organization’s mission to provide opportunities for adults to further their knowledge in both academic and recreational pursuits, and to share their experience and interests with other members. OLLI classes range from finance and economics to arts and music. Crafts, language, history and leisure activities are also included in the OLLI portfolio, all under the motto that curiosity has no age limit. In addition to other instructors, classes are also taught by OLLI members, so the wealth of expertise within the membership ensures that the group’s interests and values are represented in all of OLLI’s activities.

“Both our faculty and our students are a melting pot of experiences, talents and expertise,” Krech commented. “It is an exciting adventure when you try to synergize that kind of energy from so many varied professional experiences, hobbies and part-time interests. You begin to see an impressive reservoir of knowledge just waiting to be tapped and shared.”

The success of the OLLI effort is beginning to attract attention as far away as the West Coast, and the organization’s momentum has resulted in private dollars arriving at OLLI’s doorstep.

“The Osher Foundation’s early gifts, the increase in our membership, the desire of our faculty to give of their time and expertise, the small private monies that arrive $15 to $100 and the community organizations. The OLLI program is just capturing that expertise in a variety of ways, combining it with the strength of Clemson University and the beauty of the Upstate, and arriving at a pretty impressive way-of-life combination for its membership.”

Recently we were privileged to receive a million-dollar endowment from the Bernard Osher Foundation in San Francisco,” explains Dr. Fran McGuire, OLLI director and liaison with Clemson’s Department of Parks, Recreation and Tourism Management. “The Osher Foundation has been the epicenter for our success and our growth with previous funding. However, this latest endowment truly represents a transformative gift that will impact our organization for generations.”

“The Osher Foundation’s efforts, combined with another recent private gift of land and a soon-to-be constructed building from developer Michael Cheezem, mean OLLI’s best days are ahead of the organization according to Dr. Larry Allen, dean of the College of Health, Education and Human Development.

“Mike Cheezem wanted to honor his father, a longtime resident of the Clemson area,” explained Dr. Allen. “The result is a building to be named The Charles K. Cheezem Education Center in the new Patrick Square Development, which Mike is developing just off the Clemson campus.”

The Cheezem gift to OLLI and the Clemson University Foundation is from Patrick Square LLC and the Cheezem family. The monetary value of the gift is approximately $1.6 million, and more importantly, the effort provides a permanent home for the OLLI program.

“The combination of the Osher Foundation endowment and the Cheezem gift means that this program will impact the lives of all those who believe that learning is an ongoing, never-ending process,” Dr. Allen commented. “No matter what the age of its students or what subjects are taught in its classrooms, these two private gifts have assured us that family and community involvement will be the ultimate lesson conveyed every day to each individual who enters OLLI’s new home.”

Allen, Krech and McGuire are all quick to point out that a million-dollar endowment and a new home do not mean that OLLI’s leadership will have time to sit back and enjoy the fruits of the organization’s recent fundraising success.

“The Osher Foundation’s early gifts, the increase in our membership, the desire of our faculty to give of their time and experiences, the small private monies that arrive $15 to $100 at a time have all played a role in our current success,” Krech commented. “Now we have the challenge of furnishing the building, utilizing the endowment’s annual funding in the best-possible, most-efficient fashion and keeping the building as a centerpiece worthy of the Cheezem name. There is still plenty to do to ensure that OLLI continues to add value to this very, very special place of ours.”

If you would like to make a donation to the Osher Lifelong Learning Institute, please contact Thomas W. Giffen, HEHD director of development, at (864) 985-3784 or tggiffen@clemson.edu. You can find information on classes and upcoming OLLI events by contacting Joan Pettigrew at (864) 656-6912 or OLLI@clemson.edu.
The goal of this project was to understand the home-based literacy practices of Spanish-speaking migrant families and to enrich book-sharing sessions through a video-based intervention. Results indicated that parents benefited from specific instruction in book-sharing strategies and access to developmentally and culturally appropriate books for their children.

Six migrant, Mexican mother-children dyads were recruited from Head Start and First Steps centers in the Upstate. The children ranged from ages 3 to almost 5 years old and spoke varying levels of English. Two children had medical conditions and possible developmental delays. However, all six children's language development appeared to be within typical limits for their age. Mothers' ages ranged from the mid-20s to early 30s, and all mothers had at least a ninth-grade education. These families were all within the poverty level of household income, and they had lived in the United States for more than four years. The study was conducted in the natural home setting, although a local Head Start center was also used for one dyad.

We collected baseline data to uncover book sharing as it occurred in the homes prior to any intervention. Mothers were videotaped twice, and interviews were conducted to gather pre-intervention assessments. After collecting this baseline information, we conducted a book-sharing intervention using Washington Learning System's Language is Key, a Spanish-language DVD used to train mothers in book-sharing strategies. In addition to the DVD, dyads were given Spanish reading books. These books were chosen for their quality and authenticity. Over the course of the study, all the families received a total of 20 books appropriate for reading with their children.

After the intervention (training and books), mothers were again videotaped twice while reading with their child. Data analysis began with the transcribing of each interview and videotape. The interviews provided demographic and background information used in interpreting the study's findings. Videotapes were coded by mothers' interactions during reading. Each approach from the CARRO training was counted for frequency before and after the training. In addition, the children's sophistication of language and Spanish-English code switching were coded during each videotaping.

All six mothers responded positively to the Language is Key book-sharing strategies. For five of the mothers, use of the CARRO strategies and interaction with their child increased after intervention. The children of the five mothers also showed slight to significant increases in oral language production. All of the children used some code mixing (using some English words) during the reading sessions, but they were predominately responding to their mothers in Spanish. The intervention was conducted completely in Spanish, and mothers reported enjoying the opportunity to read Spanish preschool books to their children. Furthermore, the books were an important addition to their home environment because the mothers said they had little access to Spanish-language books.

The results of this study provide support for the use of Spanish-language home-literacy interventions. Early childhood educators working with Latino families should include training on simple book-sharing techniques and provide families with Spanish-language reading materials.

The mothers in the study were all of Mexican heritage, and a central aim of the investigation was learning about their home-literacy practices. In addition, implications were considered for their specific cultural background. It is also important that I, the first author and a Latino woman who is passionate and reflective about her own cultural heritage, was able to conduct the research with these families. Two bilingual research assistants also benefited from participating in the research.

The Rewards of Sharing Books with Your Children

by Vivian I. Correa, Ph.D.
with contributions from graduate students Jennifer J. Huber and Rhonda Miller

www.clemson.edu/select
Faculty Highlights

Department of Parks, Recreation and Tourism Management

Dr. Denise Anderson

Dr. Denise Anderson is an assistant professor in the Department of Parks, Recreation and Tourism Management (PRTM). She teaches undergraduate and graduate students in the PRTM core curriculum; the community recreation, sport and camp management (CRSCM) concentration; and the HEHD master's degree program in youth development leadership.

She also serves as curriculum coordinator for the CRSCM concentration and co-coordinator of the PRTM graduate program. Dr. Anderson was recently named the University Outstanding Woman Faculty Member by the University’s Women's Commission for her research in recreation and leisure opportunities for girls and women and for serving as a mentor to numerous female graduate students.

Dr. Anderson's work has been published in numerous journals including the Journal of Leisure Research (JLR), the Journal of Recreation and Park Administration (JRTA) and the Therapeutic Recreation Journal. She serves as the associate editor for both JLR and JRTA and was recently elected to the Society of Parks and Recreation Educators national governing board.

Dr. Bob Brookover

Dr. Bob Brookover, a PRTM lecturer, teaches a course on recreation facility planning and operations and oversees the leisure skills program, a popular and fun area of study that encompasses recreational activities ranging from Aikido to woodcarving.

Dr. Brookover is director of the S.C. Recreation Development Project, a research and consulting program that works with city and county recreation programs throughout the state. He also led the effort to revamp the PRTM curriculum and the curriculum delivery model. These changes are being implemented with the 2008-2009 freshman class.

During summer 2008, he reestablished the PRTM research laboratory that provides resources, support and space for PRTM faculty and students. One new resource that will be available through this lab is the Snap Survey, which is a suite of integrated software programs for questionnaire design, publication, data collection and analysis.

In addition, Dr. Brookover has been involved in the implementation of the S.C. Recreation and Parks Association’s effort to implement a statewide vision plan for the recreation department.

School of Nursing

Dr. Janet Craig

Dr. Janet Craig, DHA, RN, assistant professor in the School of Nursing, is a champion for interdisciplinary education and research. She has led funded research projects that include collaborations with Greenville Hospital System, St. Francis Bon Secours, ANMED Health System, Laurens Health System and Spartanburg Regional Healthcare System.

Dr. Craig is a Citizens’ and Mini-Scholar grant recipient in 2006-07 and a 2007-08 Service Learning Fellow. She has received both a national award and a regional award in recognition of her educational and leadership excellence in end-of-life care. She has published and presented at the national, regional and local levels on her work in this area. She is also the recipient of three University awards. Last summer, with Dr. Lawrence Fredendall of the Department of Management, she presented at the European Conference on Operational Research in Prague.

Dr. Craig has been appointed to the role of extramural program officer, which began in July 2008. In this position, 40 percent of her time is spent on contract to Health Sciences South Carolina. She serves as a member of the management team reporting to the CEO and works to develop a strong multidisciplinary health platform focused on quality and safety research and its translation to practice across the state for the benefit of S.C. citizens.

Dr. Julie Eggert

Dr. Julie Eggert, associate professor in the School of Nursing, is the faculty coordinator of the new interdisciplinary Ph.D. in healthcare genetics. This doctoral program prepares professionals from multiple disciplines to work collaboratively with individuals and families on issues associated with genetics.

Dr. Eggert's research and clinical practice focus on breast cancer research and genetics. Her cellular level research seeks to identify factors used in early detection of women at high risk for cancer. She has presented her work at international and national conferences. In 2006, she received the Outstanding Academic Faculty Award, and in 2008 she was the recipient of the AANP State Outstanding Nurse Practitioner Award.

Dr. Eggert is a National Institutes of Health (NIH) postdoctoral fellow in genetics. As a part of that work, she has developed an online course in genetics that has been showcased on the NIH Web site. She is an active member of ISONG and ONS. She has been a keynote speaker at several national conferences in the area of oncology and health care genetics research. Dr. Eggert is also the author of many scholarly publications related to genetics, breast cancer and aging.
May 2008 brought two major awards to associate professor Windsor Westbrook Sherrill, Ph.D. At the spring general meeting of the Clemson faculty, she received the Frank A. Burtner Award for Excellence in Advising. As a senior fellow in the Dixon Fellows Program, Dr. Sherrill serves as a role model, mentor and guide for the program’s students, and the award recognized her outstanding work in this role. This annual award is given for contributions to student development in leadership, devotion to duty and service to students. At the HEHD spring meeting, Dr. Sherrill received the HEHD award for Excellence in Teaching for 2008. This award is presented in recognition of commitment to innovative teaching for the college.

Dr. Antonis Katsiyannis

Dr. Katsiyannis is a nationally recognized scholar in exploring special education legal and policy issues and factors associated with juvenile delinquency and recidivism. He has published more than 100 articles in prestigious journals such as the Journal of Disability Policy Studies, Focus on Autism and Other Developmental Disabilities and Behavioral Disorders. He is involved with the National Dropout Prevention Center on a $3.5 million federal grant from the U.S. Department of Education. Awards include the outstanding research award for both the School of Education and HEHD. He is vice president of the National Council for Children with Behavior Disorders and co-editor of the Journal of Disability Policy Studies.

Dr. Martie Thompson

Dr. Thompson has been funded by the American Foundation of Suicide Prevention to examine risk factors for suicidal behavior among youth. She will work with data from the National Longitudinal Study of Adolescent Health, a nationally representative dataset of more than 20,000 youth collected at the individual, family, school and community levels over seven years. In order to work with these restricted data, Dr. Thompson secured a contract with the Population Center at the University of North Carolina, Chapel Hill. The data provide opportunities to study the development of a variety of behaviors — such as delinquency, alcohol use and suicidal behavior — in a nationally representative sample of youth across diverse backgrounds.

Dr. Thompson and her collaborators were also the recipients of the Outstanding Research Poster Award at the American Academy of Health Behavior in March 2008 for their study on the trajectories of suicidal behaviors as boys and girls transition from adolescence to young adulthood. Additionally, she has recently published two papers in the Journal of Adolescent Health with her collaborators, which include public health sciences professor Kip Kingree, graduate students, a postdoctoral fellow and other collaborators at Emory University and the University of North Carolina, Chapel Hill.

Dr. Cheryl Dye

Dr. Cheryl Dye serves as director of the Institute for Engaged Aging (IEA) and was instrumental in organizing the first multi-day S.C. Aging Research Conference from March 30 to April 1, 2008, at the Madren Center on the Clemson campus. One hundred and sixty-four people registered to hear presentations from more than 20 nationally recognized researchers from six states. Additional information about the presentations is available on the IEA Web site at www.clemson.edu/aging.

Dr. Dye has also been instrumental in promoting the Certified Health Education Specialist (CHES) exam for Clemson students. The health promotion and education concentration in health science was designed to provide students with the competencies of the CHES. The National Commission for Health Education Credentialing recently announced that Clemson University was among the top 10 schools with the most students taking the CHES exam in 2007. All Clemson students taking the exam were in the Department of Public Health Sciences. For the past eight years, 100 percent of the department’s students have passed the exam with an average score above the national average.

Dr. Katsiyannis

Dr. Katsiyannis is a nationally recognized scholar in exploring special education legal and policy issues and factors associated with juvenile delinquency and recidivism. He has published more than 100 articles in prestigious journals such as the Journal of Disability Policy Studies, Focus on Autism and Other Developmental Disabilities and Behavioral Disorders. He is involved with the National Dropout Prevention Center on a $3.5 million federal grant from the U.S. Department of Education. Awards include the outstanding research award for both the School of Education and HEHD. He is vice president of the National Council for Children with Behavior Disorders and co-editor of the Journal of Disability Policy Studies.
Dr. Linda A. Gambrell

Dr. Linda A. Gambrell, reading professor in the Eugene T. Moore School of Education, recently completed a term as 2007-08 president of the International Reading Association (IRA), the top professional organization in the world devoted to promoting literacy. The association has 85,000 members in more than 100 countries. She is the only person elected to serve as president of the three leading literacy associations in the United States — the College Reading Association, the National Reading Conference and the IRA. She is a proficient author and has been recognized with IRA's Outstanding Teacher Educator in Reading Award and was elected last year to the Reading Hall of Fame. Recently, she was presented with the Maryann Manning Medal for Outstanding Contributions to Reading. Dr. Gambrell, who teaches undergraduate and graduate literacy courses, is recognized for research in the critical education area of literacy motivation, the role of discussion in reading and learning, and comprehension monitoring.

Dr. Tony Cawthon

Dr. Tony Cawthon is the School of Education’s chair of Leadership, Counselor Education, Human and Organizational Development and professor of student affairs. Students consistently say that he delivers high-quality instruction and truly cares about his students. He has written and presented nationally and internationally on numerous student and higher education issues. Dr. Cawthon serves as Senior Scholar of the American College Personnel Association and was selected to serve as the 2008 scholar-in-residence at the annual conference of the Association of College and University Housing Officers (ACUHO). He was also presented ACUHO’s S. Earl Thompson Award and elected to the executive board as the director of knowledge enhancement. He recently received the American College Personnel Association’s 2008 Annuit Coeptis Senior Professional Award.

He is co-editor of Using the Entertainment Media to Facilitate Student Learning: Movies, Music, Television and Popular Press Books in Student Affairs Classrooms and Practice. He is recent past editor of The Journal of College and University Student Housing and The College Student Affairs Journal.
Using a rich media recording and publishing system, HEHD graphics manager and rich media coordinator Yuanyuan Zhang, M.A., records video, audio and visual content. The rich media system captures, synchronizes and converts content to a high-quality digital recording. This system automates the capture, management and delivery of dynamic interactive multimedia presentations for viewing by HEHD students, faculty and staff on the Web. Additionally, recordings are made available for downloading to personal media devices such as a Smartphone or iPod.