Impacting Health Care—at Clemson and Around the World

The Engaged College with a Personal Touch
Our Programs

Degree-Granting Units
- The Department of Parks, Recreation and Tourism Management
- The Department of Public Health Sciences
- The Eugene T. Moore School of Education
- The School of Nursing

Centers, Institutes and Programs
- Advanced Placement Summer Institute
- America Reads
- Call Me MISTER
- Center for Leadership in Law and Education
- Center for Research and Collaborative Activities
- Center for Research on Health Disparities
- Center of Excellence for Adolescent Literacy and Learning
- Center of Excellence for Digital Media and Learning
- Center of Excellence for Inquiry in Mathematics and Science
- Charles H. Houston Center for the Study of the Black Experience in Education
- Clemson Outdoor Lab
- Clemson University Institute for Parks
- ClemsonLIFE
- Clinical Learning and Research Center
- Inquiry in Motion
- Institute for Engaged Aging
- Institute for the Advancement of Health Care*
- Institute on Family and Neighborhood Life
- International Institute for Tourism Research and Development
- Joseph F. Sullivan Center
- National Dropout Prevention Center and Network
- National Dropout Prevention Center for Students with Disabilities
- Osher Lifelong Learning Institute
- Reading Recovery State Training Center

* A collaborative institute among Greenville Health System, Clemson University and the University of South Carolina

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 and multidisciplinary instruction, research and outreach/service that support and enhance human capabilities across 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 Learner Dispositions
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
On the cover: School of Nursing students participate in Senior Simulation during which senior nursing students are tested on navigating patient care scenarios.
From the Dean

Dear HEHD Alumni, Friends and Partners:

There is little doubt that health care is among the most important — and talked about — issues in the world today. You do not have to look long to find a news story, blog entry or cable news segment about the subject. Infomercials, advertisements and magazine covers constantly send messages about how to be healthier and stronger. The political landscape is continually shaped by debates on health care, from medical malpractice and tort reform to Medicare Part D to the Affordable Care Act.

As health care is an ever-significant part of lives, both personally and corporately, it is fitting that we focus this issue of The HEHD Leading Edge on the impact of our college on health and health care. While our Department of Public Health Sciences and the School of Nursing have obvious roles to play in health issues, all of our degree-granting units, centers, institutes and programs join together to build strong, healthy communities. Examples are described in this magazine issue, including research on childhood obesity in the Eugene T. Moore School of Education and the Healthy Parks Healthy People initiative in the Department of Parks, Recreation and Tourism Management.

You will enjoy reading about these and many other health-focused initiatives in the college, including the Institute for the Advancement of Health Care, Institute for Engaged Aging, Joseph F. Sullivan Center, Center for Research on Health Disparities and Accelerated Second Degree Nursing Program.

However, these efforts only scratch the surface of the number of HEHD programs and people positively affecting health. Public health sciences professor Windsor Sherrill is heading up a new research collaboration between Clemson and Greenville Health System (GHS). The new cardiovascular imaging leadership concentration and our baccalaureate program for registered nurses are building health care workforce capacity. Our nursing students are providing direct health care to communities around the world, and public health sciences faculty members are working with colleagues from Costa Rica to Australia. The Institute on Family and Neighborhood Life is working with school districts on issues related to bullying, and the Clinical Learning and Research Center is giving nursing students the opportunity to work through life-threatening care situations in a risk-free environment.

We remain committed to leading the health agenda at Clemson, and we will continue to work across the college to advance the health and well-being of individuals and communities, nearby and around the world.

While these programs vary, their purpose remains the same — to positively impact
health. We remain committed to leading the health agenda at Clemson, and we will continue to work across the college to advance the health and well-being of individuals and communities, nearby and around the world.

As we continue initiatives on health and many other important issues, the college is also embarking on an important transition as the Eugene T. Moore School of Education prepares to become a standalone school. Clemson’s Board of Trustees voted in April 2013 to form a new school of education, and a national search for the school’s founding dean is underway.

In anticipation of this move, the college has been engaged in exciting visioning efforts involving faculty transition teams, and input has been solicited from renowned experts across the nation. We are confident that this work will only strengthen our excellent track record of research, teaching and outreach in health and education.

As we speak of transitions, I would like to share about one related to me, both personally and professionally. I recently announced plans to step down as dean of the College of Health, Education and Human Development, effective June 30, 2014. Over the past 24 years, I have served as a professor, department chair and dean in this college, and it has been the best and most rewarding experience of my life. The faculty, staff and students are unmatched, and their collective commitment to the well-being of people near and far is a marvel. It has been a pleasure to serve alongside them, and I look forward to continuing to serve the college in other capacities.

Please know that I am grateful for your support of the College of Health, Education and Human Development. The college’s door is always open for your input and suggestions. Please feel to contact us any time.

Respectfully,

Lawrence R. Allen, Ph.D.
Dean
College of Health, Education and Human Development
Census estimates predict that the number of adults 65 and older is expected to double to almost 20 percent of the U.S. population by 2030. In South Carolina, the percentage will be even greater at 22 percent.

How do we meet the needs of an increasingly larger population of older adults? How do we help older adults stay healthy and engaged in family and community living?

The University’s Institute for Engaged Aging (IEA) seeks to answer those questions. Housed within HEHD and comprised of faculty associates from all of Clemson’s colleges as well as external agencies, the institute develops best practices for engaged aging through research, education and community outreach.

The efforts of the institute’s faculty and students impact the health and quality of life of seniors every day. Through institute Creative Inquiry (undergraduate research) classes, Clemson students work with members of local senior centers and the Osher Lifelong Learning Institute, a Clemson initiative for Upstate S.C. seniors. In this work, students collect data about seniors’ needs and develop programs in response.

A Creative Inquiry group interviewed seniors about community resources they needed and found that transportation was a challenge for many. In response, the students developed a travel training program in collaboration with Clemson Area Transit to teach older adults how to use public transportation.

In another Creative Inquiry class, students learned about the benefits of ecotherapy and conducted interviews to discover the nature experience preferences of local older adults. Students then partnered with the senior centers to install raised garden beds, labyrinths, flower gardens, bird baths and butterfly gardens for those who could enjoy the outdoors, and they provided fish tanks and nature images for those confined to the indoors. They also taught senior center clients to prepare healthy dishes from garden produce and organized a carry-in meal featuring healthy dishes.
Last year, Creative Inquiry students again worked with senior centers, exploring ways to enhance heart rate variability of seniors and measuring the effects of nature images, geocaching, aromas and music on seniors’ heart rates.

The efforts of institute students and faculty with local seniors also extend to other areas. Since 2009, students in the “Health Promotion of the Aged” course have worked in the Senior Mentor Program, adapted from the University of South Carolina School of Medicine. In this program, students conduct life reminiscence interviews and guide their mentors in developing individualized behavior-change programs.

Faculty associates also work with the Center for Success in Aging at Greenville Health System (GHS), with a special focus on improving quality of life for patients with dementia and their caregivers. A recent project, which examined the impact of nature images and music on dementia patients, was funded by the Institute for the Advancement of Health Care, a partnership with GHS, Clemson and other entities to study health care delivery.

IEA faculty also recently collaborated on a grant submission of more than $3.8 million to the Centers for Medicare and Medicaid to improve care for patients with dementia and their caregivers, and worked with GHS to host a conference on “Transforming Healthcare with Compassionate Healthcare of our Aging Community,” made possible by an HEHD grant.

Since 2009, the institute’s faculty associates have collaborated with Oconee Medical Center in Seneca, S.C., to improve hypertension control of older county residents. In this project, first funded by Health Resources and Services Administration and most recently by the USDA, volunteers are trained as health coaches to deliver educational sessions on hypertension control. Not only has this project achieved statistically significant improvements in clinical measures of blood pressure and weight, but it has also provided a meaningful opportunity for civic engagement for the health coaches, most of whom are retirees.

Institute faculty associates have also been recruited by the Veteran’s Administration and Roper St. Francis Healthcare to improve patient outcomes through health coaching, and they have collaborated with the Palmetto Health Geriatric Education Center to improve the ability of health care providers and social workers to provide care to those with limited health literacy.

In statewide initiatives, institute faculty members are active in the S.C. Aging Research Network, which hosts the annual Aging Research Day during which institute faculty and students present research and forge research partnerships. Institute faculty members are also active in SeniorSMART, partially funded through state lottery dollars, through which renowned scientists are hired as endowed chairs to increase research benefiting older adults.

In these and all of our efforts, the institute is pleased to be a part of the lives of the state’s seniors, and we will remain committed to enhancing their quality of life in every way possible.

Cheryl J. Dye, Ph.D., is the director of the Institute for Engaged Aging (clemson.edu/aging) and a professor in the college’s Department of Public Health Sciences.
The Joseph F. Sullivan Center has seen many evolutions of health and wellness over its 35-year history. Changes in technology and society and a full global context of health and wellness present exciting opportunities to support the college as we prepare students for 21st century skills.

In recent long-range planning efforts, our college has had the opportunity to reflect upon the definition of the word “health” and our continued role in it. The most accepted definition, penned by the World Health Organization, has not been amended since 1948: “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.”

The concept of wellness first appeared in health literature in the late 1960s. Around the same time, Clemson embarked on an ambitious plan, armed with the largest NIH grant ever received at the time by the University, and spent the next few years planning and building the then novel idea of a nurse-managed health center, with health and wellness education programs that continue to this day.

Today, the Centers for Disease Control states that “well-being can be described as judging life positively and feeling good.” This positive attitude regardless of actual circumstance or environment — the perception being identified as of optimal importance — is reminiscent of a popular slogan, “Life is good.”

While many challenges are present in finding a meaningful definition for health and wellness, experts agree that the 21st century will require professionals with skills who can integrate physical, economic, social and other domains of health and wellness. With South Carolina consistently ranked highest among states in cardiovascular, cerebrovascular and obesity rates, and with health care costs related to obesity exceeding over $1 billion annually, the importance of the right education for students is paramount.

The College of HEHD is committed to preparing professionals with the knowledge, skills and dispositions necessary to succeed in the 21st century. As an academic support unit for the college, the Sullivan Center plays an integral role in developing these skills by giving students the chance to practice in a supervised, clinical, real-world setting.

The Sullivan Center’s clinical learning laboratory provides more than 300 individual student experiences per year through more than 6,000 hours of clinical experiences. This environment allows students to work with nurses, health educators, recreation therapists, counselors, nutritionists, family practice residents, language translation specialists and other health professionals.

Sullivan Center activities concentrate on three areas: employee health and wellness, gaps in service and underserved populations. Our employee health and wellness program, CU Well, focuses on health promotion and disease prevention, occupational health, medical surveillance and research compliance. An important part of CU Well is the CU4Health program, a health risk assessment program sponsored by the State Health Plan that has served over 2,000 Clemson employees and recently expanded to include spouses and offer a range of online resources.

The success of our health and wellness programs has also spread into other initiatives. In partnership with the Best Chance Network, we provide breast and cervical cancer screenings to uninsured women — an effort that increases access to care while training future professionals to understand and engage in underserved communities. We provide between 300 and 500 screenings annually in four Upstate S.C. counties.
Last year, the Sullivan Center was invited to participate in comprehensive cardiovascular screening and education funded by the Centers for Disease Control as an adjunct to Best Chance Network screenings. The program included nursing, health science, language and recreation therapy professionals and students. It was so successful that it has been used as a model for other programs throughout the state.

High-quality faculty and staff are imperative for the programs that our community deserves and our students need as mentors. Recently, several former students joined our team and have contributed greatly to our outreach efforts, developing a chronic disease management program, travel immunization clinics, and unique stress management, exercise and nutrition services.

It is hard to say what is most meaningful — the appreciation of the students we serve or the clients we meet. Whether it is a father who came for a physical and was found to have a heart condition, the person who lived through cancer but then couldn’t get health care, or the patient who had a mass for over a year but couldn’t find the courage or resources to have it checked, our work cares for our community and changes our students.

As one of the longest continually operating nurse-managed health centers in the country, the Sullivan Center has a long history of providing quality, wellness-based services that provide students opportunities to develop skills important for the 21st century.

While technology, leadership and global vision are state of the art in our teaching, the human factor is alive and well. Our perception is positive; our faculty members mentor; our students learn; and the community benefits.

Life is good, and the Sullivan Center is committed to making it even better.

Paula Watt, Ph.D., is the director of the Joseph F. Sullivan Center.
According to research by the Centers for Disease Control, the U.S. Department of Health and Human Services Office of Minority Health, and other agencies and foundations, the health disparities based on factors such as race, ethnicity, socioeconomic and geographic region are staggering:

- Twice as many African-Americans, American Indian and Alaska Native babies die before age 1 compared to Caucasian Americans.
- Vietnamese-American women have a cervical cancer rate nearly five times the rate for Caucasian Americans.
- The risk for obesity is significantly greater among people with lower income and education, subsequently increasing the risk for diabetes and heart disease.
- Rural Americans are more likely to have chronic illnesses such as high blood pressure, heart disease and diabetes.

These statistics are only a few of the many that illustrate the depth and breadth of health disparities that exist in the U.S. today. To address this issue, Clemson opened the Center for Research on Health Disparities in 2005. The center is an outgrowth of a National Institutes of Health-funded EXPORT Center project, a partnership between the College of HEHD and Voorhees College’s Center of Excellence in Rural and Minority Health.

The center seeks to achieve and maximize sustainable research on health inequities with a focus on rural, racial and ethnic minority
The center also provides an infrastructure for health disparities research and provides leadership for the development, advancement and dissemination of comprehensive, collaborative, culturally sensitive, community-based research. Designed to improve health outcomes and enhance quality of life, our research is primarily focused on obesity and obesity-related conditions.

The center falls under the umbrella of Clemson’s family and community living emphasis area and directly links with the College of HEHD’s vision to be an innovative force for creating collaborative models to enhance community well-being. To this end, the center participates in a number of research and collaborative activities such as maintaining a faculty associates group, providing research training and support for pilot work, participating in outreach efforts and engaging students in research.

The center enhances the capacity of faculty to produce scholarly work in health disparities through meetings of its faculty associates. The faculty associates group is an interdisciplinary group of 37 faculty and staff members from across the University. Faculty expertise ranges from quantitative and qualitative research methods and analyses to asset-mapping, geocoding and geospatial analyses. Members discuss collaborative project ideas, explore funding opportunities, formulate research teams, identify research tools, network about service opportunities and hear from guest presenters about cutting-edge research.

As a result of this effort, many faculty associates have received small mini-grants for pilot work that can be leveraged in the submission of larger funding proposals related to health disparities research. All mini-grants have resulted in submissions or resubmissions. One of these submissions — a proposal to study the provider perceptions of Latino patients in cancer-care settings — received major funding from the National Institutes of Health and National Cancer Institute.

A number of internal grants also have been secured, including one that funds research by nursing and computing faculty about the use of virtual reality to foster healthy dietary and physical activity behaviors among minority women.

The center’s affiliates also have been involved with the Commissioner’s Advisory Council on Eliminating Health Disparities (part of the S.C. Department of Health and Environmental Control’s Office of Minority Health); Eat Smart, Move More South Carolina, a partnership coordinating obesity prevention efforts in the state; and the Institute for the Advancement of Health Care, the health research collaborative involving Greenville Health System (GHS), Clemson and other entities.

The center is active in community-based outreach activities and has long been a sponsor of the annual GHS Minority Health Summit, designed to reduce health disparities by promoting wellness and healthy behaviors through education and training. Held each spring since 2007, participants learn about chronic conditions and diseases that disproportionately plague racial/ethnic minority groups, and they receive information about such health-enhancing activities as stress management, medication organization and exercise. The center participates in all levels of the summit, which welcomes more than 1,500 participants each year.

In addition, graduate and undergraduate students working with center-related projects have gained and honed research skills including literature searches and review/synthesis, asset mapping, data collection and entry, basic data analyses and poster presentations. The center also employs work-study students each year, providing them with similar experiences.

Through these activities, the Center for Research on Health Disparities is making a difference in health care among minority populations. We look forward to more exciting, life-changing work in the years ahead.

Veronica Parker, Ph.D., is the director of the Center for Research on Health Disparities and a professor in the School of Nursing.
CLASSROOM

Fights Childhood Obesity

by Dolores A. (Dee) Stegelin, Ph.D.
Health and physical activity are issues of profound importance to all aspects of society, and education is no exception. So, I was thrilled about the opportunity to collaborate with several of my colleagues on research about possible connections between childhood obesity and the level of physical activity in educational settings.

Working with parks, recreation and tourism management (PRTM) Associate Professor Denise Anderson; PRTM Ph.D. student Katherine Evans; public health sciences Associate Professor Karen Kemper; and education Ph.D. student Jennifer Wagner, I saw that the topic of excess weight among children ages 4 to 7 years within the context of early learning settings had not been well researched.

As a result, we studied the daily physical activity routines of 4- to 7-year-olds in Head Start, kindergarten, primary school and after-school learning environments, which resulted in recommendations for decision-makers in community-based early learning settings.

THE STUDY
Researchers observed children in 30-minute blocks of time and analyzed the transcripts of the observations following two guiding questions: What are the behavior patterns of children in the various settings, and what impacts the behavior choices of the children?

The observations and analyses yielded many findings. First, the restriction of activity was apparent within all of the settings. Each child was scheduled very strictly within his/her respective environment. While there was movement between activities, physical activity was not built into the academic activities as each was completed while the child was sitting down.

Each child experienced some form of physical activity during the program time. The shortest amount of time for scheduled physical activity occurred at the elementary school and the Head Start center, and children at the community center participated in a more extended period of physical activity.

The amount of time for physical activity ranged from 45 minutes to almost two hours, and the children used this time in different ways: free-form unstructured play, running, sliding, climbing on playground equipment, crawling and hopping. Some chose to interact with their environment, using the playground equipment as the focus of their play. Some children also chose to participate in structured play: basketball with friends, games and exercises led by adult leaders, other adult-led exercises (jumping, hopping, running back and forth) and whole-group games (tag, basketball, etc.).

While the children’s physical activity was most notable during the structured physical activity time built into their schedules, one other notable finding was that all of the children displayed a desire to move during the times allotted for academic endeavors. This subtheme was defined as fidgeting and was marked by movements the children made while being asked to sit still for activities. Examples were squirming in their chairs, rocking back and forth while sitting, biting fingernails, dancing while waiting in line, running back and forth to areas in the classroom, and standing up and sitting down during an activity.

RECOMMENDATIONS
The results from the study suggested that children in public school, after-school and Head Start settings want to be physically active and will do so if given the opportunity. In addition, we found that children do not require any type of structured play to be physically active. All of the children chose to be physically active even when structured games or instructor-led physical activities were not provided.

We also found that children take advantage of structured play when it is available, and two settings in which children may be in need of more opportunities for physical activity are in elementary school and Head Start.

As a result of the study, we offered four suggestions to decision-makers:

- Offer unstructured time during which children are allowed to be physically active. Increase the amount of recess or scheduled indoor/outdoor unstructured play each day.
- Provide expanded opportunities for children to participate in physical activity by creating a generally more active school routine that engages children in physically active learning.
- Work with teachers to develop "activity zones" within the school environment.
- Guide teachers in building lessons that involve physical activities.
- Examine the amount of downtime that is present in the daily schedule.

It is our hope that these recommendations will be used to encourage early learning programs toward incorporating more physical activity into their daily routines, which holds great promise for curbing the obesity rates among our youngest learners. This research is a wonderful example of the ways in which our college makes a difference in the health and well-being of young people every day.

Dolores A. Stegelin, Ph.D., is a professor of early childhood education in the Eugene T. Moore School of Education.
The HEHD Leading Edge

consider these statistics:

• Employment trends project a shortage of nurses and nursing faculty within the next five to 10 years.
• The median age of nurses is 46, with more than 50 percent of the nursing workforce close to retirement.
• The number of people over the age of 65 in the United States is growing dramatically. This age group has many medical and health needs and will put a strain on our health system.
• Recent reforms will give millions of people access to the health care system, putting an increased demand on it.

All of these statistics point to one reality — more nurses and health professionals will be needed in the coming months and years. These factors, combined with an anticipated strengthening of the economy, will create a renewed critical shortage of nurses.

BY JOHN WHITCOMB, PH.D.; ROSANNE PRUITT, PH.D.; AND WANDA TAYLOR, PH.D.

The Accelerated Second Degree Nursing Program’s first graduates included (front row, l-r) Megan Manigault, Holly Sweet, Amy Altman, Christina Chumanov and Kristi Sargent; (back row, l-r) Kristen Phillips, Carl Cromer and Christopher Olivier.

ON THE FAST TRACK
In an effort to help with this demand, Clemson’s School of Nursing embarked on a program to prepare additional professional nurses in a short amount of time. The Accelerated Second Degree Nursing Program is designed for individuals who have already earned a baccalaureate degree from a regionally or nationally accredited college or university.

A full-time, 16-month program spanning four consecutive semesters, the Accelerated Second Degree Nursing Program parallels the traditional four-year program that leads to a Bachelor of Science degree in nursing. Upon completion of the program, graduates are eligible for licensure as a registered nurse and entry into professional nursing practice.

The program focuses on 21st-century health care needs, clinical leadership, evidence-based nursing practice and culturally relevant care utilizing dynamic teaching-learning strategies, simulation, and virtual and standardized patients. This program offers students the advantage of practical experience in clinical, community and global health sites.

The first class of Accelerated Second Degree Nursing Program students began in August 2011 and graduated in December 2012. The second class graduated last December, and the third class will graduate in December 2014. The program plans to move to the University Center of Greenville with 32 students by fall of 2014.

While the growth of the program is exciting, the diversity of backgrounds in students of this program is equally impressive. Students enter the program having already earned graduate degrees in public health science, business administration, social work, human resource development and nutrition, and undergraduate degrees in studio art, psychology, biological sciences, architecture, health science, communication, business management, science teaching, environmental policy analysis, human development and family studies, psychology, chemistry, biology and computer engineering.

Here are some of our students and recent graduates:

- **Carl**, the father of 13-year-old triplets, earned his first degree in science teaching from Clemson. “The Accelerated Second Degree Nursing Program is an incredible program that has allowed me to make a career change later in life,” he said. “It has enabled me to continue my education and achieve my goal of a B.S. in nursing.”

- **Chris** holds a degree in computer engineering from Clemson. He is a veteran who served tours of duty in Iraq and Afghanistan.

- **Ellen** is a pastor’s wife and a mother of two. Her first degree was in psychology from Wofford College, and her second degree was a master’s degree in human resource development from Clemson.

- **Kristi**, who has served in a medical clinic in Kenya, is a mother of three who earned her first degree in biology from Clemson.

- **Amy** graduated from Clemson with a degree in architecture. “Since entering into the accelerated nursing program, my perception of nursing has been refined,” she said. “I knew that nursing required critical thinking skills, but I did not realize just how much this really applied until I was in the program. This program has allowed me to enhance the critical thinking skills that I will use as a nurse and to perform at the highest level.”

Growing in numbers and already attracting a variety of highly skilled students, the Accelerated Second Degree Nursing Program is giving college graduates the chance to impact health care. We congratulate our graduates on a 100 percent pass rate on the NCLEX RN licensure exam, and we look forward to their success and the success of those who follow.

John Whitcomb, Ph.D., is the Accelerated Second Degree Nursing Program coordinator and an assistant professor in the School of Nursing. Rosanne Pruitt, Ph.D., is associate dean of the College of HEHD and director of the School of Nursing. Wanda Taylor, Ph.D., is an assistant professor in the School of Nursing.
The detrimental health effects of physical inactivity have become of increasing concern in the U.S. over the last several decades. The World Health Organization estimated that 1.9 million deaths worldwide were the result of physical inactivity, the equivalent to approximately 1 in 25 deaths.

Yet, due to modern society’s dependence on technology, mechanized transportation and involvement in primarily sedentary occupations, levels of physical activity and mental health status continue to plummet. Despite efforts to increase access to physical activity, obesity and its related health issues continue to rise, the most recent data suggesting that 35 percent of adults and 17 percent of teenagers in the U.S. are obese.

One potential antidote for this plight lies in one of the nation’s greatest treasures — its national parks. Over the years, these parks have served as extraordinary venues for visitors to enjoy natural beauty and as conservation areas of the country’s natural resources. However, they also hold untapped potential as arenas for physical activity.

Recognizing this potential, Jon Jarvis, director of the National Park Service, launched the Healthy Parks Healthy People (HPHP) initiative in 2011 with the goal of increasing the role of national parks in the nation’s physical and mental health.

The initiative is designed to facilitate the development of relationships between parks, businesses, health care providers and advocacy programs on national, state and local levels. Since its inception in 2011, Healthy Parks Healthy People has developed seven guiding principles:

• Promoting health and well-being as an interrelated system linking human health to natural landscapes and all species
• Seeking expertise and resources from a wide range of public and private sector partners
• Creating activities that contribute to physical, mental and spiritual health, and social well-being
• Engaging in work that takes place both within and beyond park boundaries
• Encouraging park uses that promote the health of all species and natural resources
• Providing equitable access to open spaces and natural places
• Improving public health that will be mirrored in programs for the national park workforce

Clemson’s Department of Parks, Recreation and Tourism Management (PRTM) has had an active role in the evolving Healthy Parks Healthy People movement. In January 2012, the department hosted the HPHP Science Workshop during which Clemson and HPHP leaders identified a framework and research agenda to increase the role of parks as players in health and wellness.

In July 2012, Hot Springs National Park in Arkansas became the first national park to initiate a call for proposals to develop a park-specific Healthy Parks Healthy People strategic plan.
In keeping with the tradition of PRTM’s role in the HPHP movement, the National Park Service awarded a grant for us to develop a strategic plan for Hot Springs. Participating in this effort were my PRTM colleague, Jeffrey Hallo, and me, along with Sarah Griffin of the HEHD Department of Public Health Sciences.

Our research team held a three-day Strategic Planning Workshop in October 2012. Among those who participated were Hot Springs staff members as well as state and national experts and regional businesses and nonprofits involved in public health, fitness/wellness, and parks and recreation.

Ideas about programming, facilities, events, partnerships and activities that could further incorporate health and wellness at Hot Springs emerged from the workshop. In early 2013, Hot Springs staff incorporated the ideas from the workshop into a parks-specific HPHP Strategic Action Plan, an important step toward becoming the first park to implement HPHP principles.

This plan provides detailed descriptions and a prioritized list of HPHP actions that will be taken by the park. Hot Springs is now poised to serve as a keystone in the HPHP movement, acting as a catalyst for change in the role of national parks as venues not only for recreation and preservation, but also for health and well-being.

The Healthy Parks Healthy People initiative is an example of what we have always known — parks, recreation and tourism go hand in hand with community and individual health. As an important player in the HPHP movement and a national leader in parks, recreation and tourism management, Clemson will continue to make vital contributions to the country’s growing commitment to preventative health and well-being.

Dorothy Schmalz, Ph.D., is an associate professor in the Department of Parks, Recreation and Tourism Management.
TO ACHIEVE NECESSARY HEALTH CARE TRANSFORMATION IN THE U.S. delivery system, issues related to its quality, access and cost must be addressed. THERE IS NO BETTER WAY TO ADDRESS THESE issues than through partnerships – particularly those between health care research and clinical practice.

Focusing on that goal, Clemson University and Greenville Health System (GHS) announced last summer the establishment of a health care research powerhouse that makes Clemson the primary research collaborator for GHS and the research administrator for the health system’s research initiatives.

Under the agreement, both organizations work collectively to leverage existing research expertise at Clemson with clinical opportunities offered by GHS, one of the largest health care systems in the Southeast.

The agreement provides significant opportunities for Clemson faculty to engage in health and medical research, and opens the door to increased federal research funding by partnering with physicians and researchers at GHS.

Last October, the initiative was further commemorated when GHS announced the formation of the Clinical University and its membership in the Association of Academic Health Systems. Clemson is one of three primary university partners in the GHS Clinical University, along with the University of South Carolina and Furman University.

The College of HEHD is a primary player in this agreement. With nursing and public health sciences programs and other disciplines such as recreation and education that have tangible health implications, this agreement puts HEHD in a great position to build upon its long relationship with GHS.

The college is already engaged with GHS in a variety of ways. HEHD is a leader in the Institute for the Advancement of Health Care (IAHC), the health services research entity partnering GHS with Clemson and the University of South Carolina. IAHC research and scholarly activities address issues of major concern in the health care system, and IAHC scholars work with practitioners to translate research to clinical practice at GHS, facilitating health care delivery system improvements.

The institute focuses on three areas: investigating patient-centered models of care, comparing the effectiveness of interventions to inform policy and studying methods to build workforce capacity. These initiatives serve to improve health care delivery, transforming the education of health care providers and creating care models that address health and well-being.
One example of the college’s involvement in IAHC and its mission is the Department of Public Health Science’s cardiovascular technology (CVT) concentration. The department offers the degree in cooperation with GHS, and the program is the only one in the nation that combines cardiovascular technology training with a comprehensive education in public health sciences and health care leadership. This combination prepares students to enter the health workforce with an understanding of both disease process and health care leadership, equips students to make an immediate impact in the health care field upon graduation and builds health care workforce capacity.

Another example of the partnership bearing fruit is research collaboration between HEHD faculty and GHS clinicians. One such example is Cheryl Dye, an IAHC Scholar and director of Clemson’s Institute for Engaged Aging. She has a long-standing research collaboration with Hiep Pham, a GHS geriatrician and director of the GHS Center for Success in Aging. The Clemson faculty member and GHS provider have found a common interest in research projects related to care transition for the elderly and health coaching models designed to improve care for older adults and lower cost of care.

Most recently, Dye and Pham worked together on a major research conference at GHS. The conference, “Transforming Healthcare with Compassionate Healthcare of Our Aging Community,” brought together geriatric practitioners and researchers from throughout the region and laid a foundation for the designation of Greenville as a “Compassionate Care” community.

Partnership, indeed, has been the key to success in the relationship between the College of HEHD and GHS as faculty and practitioners engage to impact health care. With the new GHS-Clemson research partnership and the college’s long history of health-related research and education, the future is bright for the partnership, and the health and well-being of people in the Upstate and beyond will be better for it.

Windsor Westbrook Sherrill, Ph.D., is the director of the Institute for the Advancement of Health Care, interim chief science officer for the Greenville Health System and a professor in the Department of Public Health Sciences.
Faculty Highlights
by Jarrod Thacker

Eugene T. Moore School of Education

CELESTE (C.C.) BATES, PH.D.

Celeste (C.C.) Bates is the director of the Clemson University Reading Recovery Training Center for South Carolina and assistant professor of literacy education in the Eugene T. Moore School of Education.

Bates instructs courses dealing with early literacy theory and practice, as well as those related to Reading Recovery, a national program designed to intervene early in the education of struggling first-grade readers by supplementing their normal classroom experience with intensive, one-on-one exercises.

As director of the Reading Recovery Training Center, she teaches these courses to district-level coaches who then serve as adjuncts at Clemson and instruct teachers from around the state. Bates oversees the adjuncts — referred to as “teacher leaders” — and provides them and the teachers they instruct with ongoing support and professional development.

In 2012, the center was winner of the Dick and Tunky Riley Award of Excellence, reserved for distinguished educational initiatives. Bates herself is principal investigator for Reading Recovery-associated grants totaling more than $2.3 million.

Bates’ research interests include the differentiation of reading instruction in primary grades and technologies that support professional development. Her articles have been published in numerous journals, and she has presented at more than 30 regional, state, national and international conferences.

School of Nursing

ROXANNE AMERSON, PH.D.

Roxanne Amerson is an assistant professor in the School of Nursing. In the nearly 30 years that she has been in the nursing field, she has steadily transitioned from the role of practitioner to educator.

She began her career as a staff nurse providing direct care, but while conducting staff development sessions, she discovered her passion for education. Amerson has been teaching nursing courses at Clemson since 2004.

She teaches courses related to the didactic content and clinical coordination in community health for Bachelor of Science-completion students, the clinical practicum for undergraduate students in community health and the nurse educator practicum for graduate students.

Amerson’s research focuses on community nursing, educational pedagogies and cultural issues. She is specifically interested in working with Latino populations. She is the primary investigator and project director for a study funded by the National Institutes of Health that investigates the effective training of Guatemalan promotoras — community members who receive training to provide basic health care education — in oral rehydration therapy and zinc supplementation.

Amerson established a health education program based on a concept of a promotoras de salud (promoter of health) in Pixabai, Guatemala, in 2010. Since that time, she has supervised and led subsequent yearly fall semester international clinical experiences with nursing students.

Inside and outside the University, Amerson is a member of committees related to evaluation, curriculum and community diversity.

Faculty and Staff Awards
Congratulations to the College of Health, Education and Human Development faculty and staff members who won awards for outstanding service to the college. The recipients were as follows:

• Award of Excellence in Academic Advising — Kristin Goodenow, director of the Academic Advising Center
• Award of Excellence in Graduate Student Advising/Mentoring — Stephanie Davis, assistant professor of nursing and School of Nursing graduate coordinator
• Award of Excellence for Innovation — Tracy Fasolino, assistant professor of nursing
• Award of Excellence in Research — Khoa Truong, assistant professor of public health sciences
• Award of Excellence in Service and Outreach — Sarah Griffin, associate professor of public health sciences
• Award of Excellence in Teaching — Kathleen Meyer, senior lecturer in public health sciences
• New Employee/Professional Staff Award for Exceptional Performance and Outstanding Service — Ellen Chiles, School of Nursing student service coordinator
• Professional Staff Award for Exceptional Performance and Outstanding Service — Bobbi Curry, HEHD grants administrator, and Annette Parker, Department of Parks, Recreation and Tourism Management fiscal technician
• Team Player Award — Joel Brown, HEHD information resource consultant
The recipient of numerous awards, Amerson received the S.C. Palmetto Gold Nursing award in 2012 and the J. Frank and Joan Uhl Pierce Transcultural Nursing Award from the Transcultural Nursing Society in 2010.

Department of Parks, Recreation and Tourism Management

CHARLES CHANCELLOR, PH.D.

Charles Chancellor is an associate professor in the Department of Parks, Recreation and Tourism Management (PRTM). A 2005 graduate of the PRTM Ph.D. program, he joined the faculty in August 2013.

His academic interests are centered upon sustainable tourism, a field of study that investigates tourism’s economic, social and environmental impacts. As a native of a tourism-centric environment, Chancellor has seen the effects of tourism firsthand, which influenced his decision to investigate the topic in academia.

Chancellor’s particular interest is in dealing with the environmental aspects of sustainable tourism — trying to encourage tourism as a reason and resource for increased conservation and natural resource protection. Other research and teaching interests include tourism planning, land trust collaboration with tourism entities and land conversation.

Within these subjects, Chancellor is author or co-author of numerous published articles. He received the Martin Oppermann Memorial Award from the Journal of Travel and Tourism in 2008 and the 2011 Excellent Paper Award from the Tourism Sciences Society of the Korea International Tourism Conference.

Chancellor has held professorships at Eastern Illinois University and Indiana University.

Department of Public Health Sciences

JOEL WILLIAMS, PH.D.

Joel Williams is an associate professor in the Department of Public Health Sciences. A former instructor at the Wake Forest University School of Medicine, he has been a member of the Clemson faculty since 2007.

Williams teaches courses such as “Determinants of Health,” “Human Health and Disease” and “Health Promotion Program Planning.” His academic interests include health promotion for chronic disease prevention, physical activity and nutrition behavior, the prevention and control of obesity and chronic disease, and program evaluation and applied measurement in health sciences.

The author of dozens of articles, presentations and other contributions to the field of public health, Williams is also an editorial board member and guest editor of Family and Community Health, psychology and behavior section editor for the International Journal of Exercise Science and review board member for the American Journal of Health Behavior.

Williams serves as ad hoc reviewer for numerous journals and has also performed a number of leadership roles at Clemson. A faculty associate of the Institute for Engaged Aging, he is a member of the Ph.D. task force and recruitment and curriculum committees for his department.

He is co-chair of the Exercise is Medicine® Community Health committee, an initiative by the American College of Sports Medicine, and a Nutrition and Physical Activity subcommittee member for the USDA’s National Institute of Food and Agriculture. He is a board member for Play Safe Inc., an Upstate nonprofit that supports the implementation of sports medicine professionals in youth sports.

Jarrod Thacker is a former intern in the College of HEHD’s Office of Communications and Public Relations.
Alumni Profiles
by Jarrod Thacker

Eugene T. Moore School of Education

KELLY PEW, PH.D.

Kelly Pew is the superintendent of the School District of Pickens County in South Carolina. She has earned two degrees from Clemson’s Eugene T. Moore School of Education — a Bachelor of Arts in secondary English education and a Ph.D. in educational leadership.

Since earning her doctorate, Pew rose through school system administrative positions in the Clemson area. She served as principal for the Wren High School Freshman Academy, Seneca Middle School and Seneca High School before assuming the role of assistant superintendent of human resource services for the Pickens County district. In 2011, she became the district’s assistant superintendent of instructional services, and she was named superintendent in 2012.

With about 16,500 kids in her K-12 school district, her responsibility is to work all parts of the organization to ensure that they mold graduates who are “college, career and citizenship ready,” she said.

While Pew began the transition from teaching high school English to administration before she returned to Clemson, she has not stopped teaching. Pew is an adjunct professor at both Southern Wesleyan University and Anderson University. In 2003, Pew received an Excellence in Teaching award from Southern Wesleyan.

“I just wanted to get my foot in the door,” Hill said. “Clemson was one of the first schools to have a tourism major. I think that helped me moving forward.”

Within a short period, Hill progressed through the company — first as director of marketing, taking the place of another Clemson graduate who was one of the original five employees of the organization, and later as vice president of membership and small businesses. In 1989, Hill took on the role of executive director, a position she still holds.

Hill believes her Clemson education played a large part in the start of her career at the bureau. “Because of my experience, because of my degree, I think they took a chance on a very young person. They probably wouldn’t have without the educational background that I had,” she said.

Hill manages the company, comprised of 52 full-time employees who make it their goal to bring in visitors who are going to spend the night in the Charleston area for business or leisure.

Hill also directs the overall strategic planning and market research for tourism for the destination. Examples of the bureau’s work include the recruitment of Southwest Airlines to Greenville and Charleston and, more recently, the recruitment of JetBlue to Charleston.

Outside of her work with the bureau, Hill also has been a member of numerous professional and community organizations. She has given back to Clemson by serving on the Board of Visitors and the IPTAY Board of Directors. She was the recipient of Clemson’s Outstanding Alumni Award in 2000 and South Carolina’s Order of the Palmetto in 2006.

Hill not only continues her relationship with Clemson not only through her service but in her workplace as well, as her ties to the Department of Parks, Recreation and Tourism Management have helped her locate skilled staff members.

Department of Parks, Recreation and Tourism Management

HELEN HILL

A 1985 graduate with a Bachelor of Science in parks, recreation and tourism management, Helen Hill is the executive director/CEO of the Charleston Area Convention and Visitor’s Bureau.

After graduating from Clemson, Hill immediately began working at the Charleston Bureau, serving as a sales manager and selling visitor guide ads.
“I think the program at Clemson just keeps getting better and better,” Hill said. “One of the things that I admire about the leadership in the department is how they are keeping it relevant and current to the world today.”

**Department of Public Health Sciences**

**STEPHEN HEAPE, M.D.**

Public health sciences alumnus Stephen Heape is a private-practice anesthesiologist in Carson City, Nev. After graduating from Clemson with a Bachelor of Science in public health sciences in 2004, Heape attended the University of South Carolina School of Medicine, where he graduated with honors in 2009.

He continued his education and professional career with a residency in anesthesia at Brigham and Women’s Hospital, Harvard Medical School, in Boston. Upon completion of his residency, he began practicing anesthesiology at Carson Tahoe Regional Hospital in Carson City.

“Anesthesiology is a rewarding career,” Heape said. “It allows you to have acute patient interaction where you can touch patients’ lives in a tremendous way but in a very short period of time.”

Heape attributes his experiences at Clemson as the inspiration for his decision to go into medicine. He particularly identifies a mentor relationship that he maintained with one of his Clemson professors who guided him and served as a resource and reference for his medical school admission.

“My professors are largely responsible for where I am now, and I wouldn’t trade that experience for anything,” Heape said.

Awarded the Clemson University Distinguished Service Award as a senior for his community work, Heape said that those service opportunities, coupled with his undergraduate health research experiences, were useful in securing the residency he later obtained.

Heape said he was originally influenced to attend Clemson because of its location and the experiences of family members who had preceded him in attending. Now, he also sees the school as an institution that continually influences him.

“My public health background has shaped my philosophy on life,” Heape said. “It’s largely responsible for me being interested in getting into international work.”

**School of Nursing**

**WILLIAM (WILL) MAYO**

William (Will) Mayo is a recent graduate of the School of Nursing and manager of community health and wellness at Clemson’s Joseph F. Sullivan Center, which provides health services to Clemson employees and community outreach programs to underserved communities and individuals.

Mayo — whose prior formal education was in public health and communication — has been a Clemson employee since 1998, previously working as coordinator of the community health improvement program at the Sullivan Center.

Mayo explains that after going through progressively more administrative roles in his career, he discovered that while he enjoyed his responsibilities, he missed the one-on-one contact with patients.

With this in mind, he enrolled in the School of Nursing’s Accelerated Second Degree Nursing Program for students who already possess a bachelor’s degree. After engaging in the program’s intensive, 16-month curriculum, he earned Bachelor of Science in nursing.

Mayo then began working in his current position in the Sullivan Center. He coordinates programs such as Employee Health; CU4Health, a health risk assessment program; and the Medical Surveillance Program, which ensures that employees in campus facilities maintain a low risk of exposure. He also coordinates internship/volunteer experiences, and has taught public health sciences courses and supervised Creative Inquiry undergraduate research projects.

“In a funny way, it certainly keeps me invigorated. Working with intelligent young people can challenge you in a way that keeps things fresh,” Mayo said.

Mayo is currently continuing his education as a student in the School of Nursing’s Master of Science in nursing program.

Jarrod Thacker is a former intern in the College of HEHD’s Office of Communications and Public Relations.
News All Year!
The College of Health, Education and Human Development is making headlines throughout the school year! Use all of the following to get the latest news about the college:

- Visit newsstand.clemson.edu/category/colleges/chehd-colleges.
- Friend us on Facebook (facebook.com/clemsonHEHD).
- Follow us on Twitter (twitter.com/clemsonHEHD).
- Subscribe to the HEHDlines e-newsletter (email mkieve@clemson.edu with your name, graduation year, department/school, and preferred email address).

School of Education Receives Reaccreditation
The Eugene T. Moore School of Education has received reaccreditation from the National Council for Accreditation of Teacher Education (NCATE) and the S.C. Department of Education.

The continued accreditation includes Clemson’s early childhood, elementary, middle-level, secondary, agricultural and special education teacher preparation programs; master’s level programs in literacy, teaching and learning, and special education; and principal and superintendent preparation programs.

“Clemson’s efforts to maintain the highest quality in teacher, advanced teaching and school leadership preparation have been confirmed by this reaccreditation,” said Kathy Headley, interim director of the School of Education.

“The accreditation is a reflection of the expertise of our faculty, the excellence of our student body and the partnerships we share with schools, communities and agencies,” said Larry Allen, dean of the College of Health, Education and Human Development. “We are exceedingly proud of this continued accreditation.”

Constant program evaluation and improvement are key, added Michalann Evatt, the School of Education’s assessment and accreditation director. “We continually reflect on our candidates’ performance in course work and clinical experiences as well as feedback from our candidates, alumni, employers and school partners. In this way, we can provide the best experiences for our graduates so they can make a positive impact on students’ lives,” she said.

The state of South Carolina recognizes the NCATE as the professional accrediting body for teacher and school leader preparation programs. NCATE recently merged with the Teacher Education Accreditation Council to become the Council for the Accreditation of Educator Preparation (CAEP), which will review the School of Education again in 2020.

Professor’s Mission to End Cervical Cancer Deaths
No woman should die of cervical cancer. That is the message Clemson public health sciences professor Rachel Mayo wants to relay to women throughout South Carolina.

Mayo — along with partners across the state — has embarked on the South Carolina Witness Project, a community-based cervical and breast cancer education program specifically targeted to African-American women.

Started in 2008, the program trains African-American women to volunteer in their communities as lay health advisers. In this role, they organize and publicize educational programs, network, give facts about cervical and breast cancer, answer questions about screenings and facilitate connections to health services provided by collaborating agencies.

The program also trains African-American women who are cervical or breast cancer survivors to become witness role models. “They speak to local groups about their experiences and serve as proof that cancer is not a death sentence,” Mayo said.

Since the program began, Mayo and other members of the project’s advisory team have trained more than 400 witness role models and lay health advisers who have embarked on over 300 presentations, reaching nearly 9,000 African-American women. Of them, 769 were referred for cancer screening and follow-up care, Mayo said.

The South Carolina Witness Project trainees celebrate the completion of their training with Rachel Mayo (front row, second from left). The women are among 400 in the Palmetto State who are sharing information about cervical and breast cancer detection and survival.
Hartzog Awards Honor Renowned Parks Leaders and Researchers

Mary Gibson Scott, Grand Teton National Park superintendent; Lee Talbot, renowned ecologist and geographer; Phil Francis, retired Blue Ridge Parkway superintendent; and Phil Gaines, S.C. State Park Service director, were all recognized for their exemplary leadership in addressing environmental issues at the University’s George B. Hartzog Jr. Luncheon.

Scott received the Fran P. Mainella Award, given for sustained achievement by a woman in the management of North America’s natural, historic or cultural heritage. Talbot accepted the Benton H. Box Award, presented to an educator who inspires students and encourages curriculum innovation and an environmental ethic. Francis and Gaines received the Walter T. Cox Award, given for exceptional leadership in public service and natural and cultural resource management.

Clemson’s Department of Parks, Recreation and Tourism Management gives the Hartzog awards annually. The awards program and an accompanying lecture series are named for Hartzog, the seventh director of the National Park Service.

As the featured speaker at this year’s lecture, Talbot shared a historical perspective on international conservation as well as vignettes of his career in the field. The day also included a dinner featuring Allan Kijazi, director general of the Tanzania National Parks, who spoke about the challenges facing the Tanzania parks system and the opportunities for collaboration.

Creativity, Learning and Play Converge

The Eugene T. Moore School of Education has opened its Digital Media and Learning (DML) Labs.

In the DML’s main laboratory, users learn about and through digital video, photography, music, podcasting, computer programming, and video game and app creation. A nearby game lab designed for experiential and social gaming is outfitted with two 65-inch displays and gaming systems such as the Xbox 360 with Kinect, Wii U and PlayStation 3.

These innovative laboratories are not playing around in their mission to promote digital media and play as a serious learning tool. According to Dani Herro, assistant professor of digital media and learning and co-director of the DML Labs, the labs promote social, participatory and interest-driven learning – all of which are critical in making learning stick.

“From these spaces, Clemson faculty and students will benefit from research initiatives, course work, learning and collaborative work that involve digital media,” she added. “We are actively working to build a culture where people want to participate and want to teach one another.”

Located in Tillman Hall, the laboratories are open to all Clemson students and faculty and will be used in education research and outreach efforts.
**There’s an App for That**

When you ask School of Nursing lecturer Janice Lanham how to improve patient safety and care, she has a simple answer: There’s an app for that.

Lanham, a former clinical nurse specialist at Greenville Health System, is teaching Clemson nursing students how to integrate mobile technology into health care management. Using iPads, Kindles and other devices, students are learning how to capture medical records and access the latest patient health information.

“We teach them to think critically about the vast information at their disposal and make sound decisions based on it,” Lanham said. “They need to identify what a patient needs and use mobile technology along with critical thinking skills to determine what is best for the patient.”

This combination of mobile technology and critical thinking yields incredible dividends for patients and health care as a whole, as nurses are able to gather and offer information to patients at the point of care, Lanham said.

Lanham is excited about the prospects for her students and the impact they will make on health care using technology. “They have grown up in the information age. It is where they are and part of who they are,” she said. “When they integrate technology with nursing concepts, the rate at which they learn is phenomenal. They love what they are doing, and when they graduate, it’s a pleasure watching them launch into their careers well equipped for the future.”

**S.C. Lt. Gov. McConnell Shares Senior Health Concerns**

S.C. Lt. Gov. Glenn McConnell shared some of the issues facing the state’s senior citizens at a meeting of the University’s Institute for Engaged Aging Advisory Board, held on campus on September 13, 2013.

“We have the health challenge of the century before us,” McConnell said, adding that supporting home- and community-based programs such as meal programs, senior centers and respite care are keys to “allowing people to age in place with dignity at home.”

As lieutenant governor, McConnell is head of the state’s Office on Aging, which partners with organizations like the Institute for Engaged Aging, charged with developing best practices for engaged aging through research, education and community outreach.

The institute’s research, educational programs and community outreach are critical to meet the needs of an increasingly larger and diverse older adult population in the state and region, according to Cheryl Dye, professor of public health sciences at Clemson and the institute’s director. Census estimates predict that the number of adults 65 and older is expected to double to almost 20 percent of the U.S. population by 2030, Dye added.
In early December 2013, Susan Holcombe took a video of her son, Rion, as he learned he had been accepted to ClemsonLIFE, a University program that provides a college experience to young adults with special needs.

Susan posted the video on Facebook so their friends and family could see Rion’s joy upon hearing the good news—but the news reached a few more people.

A few million more people.

The video made its way to social media sites, and a viral video was born. To date, the video has received more than 1.8 million views, and news stories about it and Rion have appeared in countless other media outlets in the U.S. and around the world.

Rion will be among the six to eight students entering the ClemsonLIFE program in August. The two-year program, capped at around 15 students, teaches independent living along with practical academics and social, leisure and job skills so they can graduate as self-sufficient young adults.

Rion Holcomb celebrates at the 2014 Orange Bowl, which named him Clemson’s Ultimate Fan because of his video.
Hello, Alumni!

We want to connect with you! Update your contact information at clemson.edu/alumni/update.html and share your latest news by visiting tigersonthemove.com.

We also are interested in knowing your suggestions for ways that alumni can meaningfully connect with each other and the college. Would you be interested in speaking to a class, volunteering on the HEHD External Advisory Board, organizing a tailgate, mentoring a student, placing HEHD graduates in your organization or business, or supporting one of our outstanding programs? If you have suggestions, please contact Melanie Kieve at mkieve@clemson.edu.

We are proud of our alumni and thankful for all you do for Clemson and our college. GO TIGERS!